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ABSTRACT

This report documents progress in providing a free appropriate public education for all children with handicaps. The report covers services provided under the Education of the Handicapped Act (P.L. 94-142) and subsequent amendments, as well as Chapter 1 of the Elementary and Secondary Education Act. Chapter 1 supplies national statistics on the number of children who received special education and related services in 1988-89, their educational placements, and the number of personnel employed and needed. Chapter 2 discusses implementation of Part H of the Education of the Handicapped Act Amendments of 1986 (P.L. 99-457) to improve early intervention services for handicapped infants and toddlers and their families. It also describes the Preschool Grants Program ensuring a free appropriate public education for all children with handicaps age 3-5. Chapter 3 examines the transition of secondary age students with handicaps, including patterns of course taking in comprehensive high schools, the exiting status of special education students, and anticipated need for services by exiting students. The chapter also details State and Federal efforts to evaluate the outcomes of students in transition. Chapter 4 describes financial assistance to State and local educational agencies through formula and discretionary grant programs, and Federal efforts to monitor State policies and procedures. Appendices contain data tables (child count, educational environments, personnel, exiting students, anticipated services, population and enrollment, financing, expenditures); an overview of the 1987 High School Transcript Study; a summary report of special education programs and related services needing improvement; special studies contracts; and abstracts from the State and Federal evaluation studies program. (JDD)

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" TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618

Twelfth Annual Report to Congress on the Implementation of The Education of the Handicapped Act

EC 232186

U.S. Department of Education

1990

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" TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618

Twelfth Annual Report to Congress on the Implementation of The Education of the Handicapped Act

Prepared by the
Division of Innovation and Development

Office of Special Education Programs
U.S. Office of Special Education and
Rehabilitative Services

1990

U.S. Department of Education
Lauro Cavazos, Secretary

PREFACE

Section 618(f)(1) of Part B of the Education of the Handicapped Act (EHA) (20 U.S.C. 1401 *et seq.*) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the Act. The purposes of the Act are, in summary:

1) to assure the availability of early intervention services to all infants and toddlers with handicaps, and a free appropriate public education to all children and youth with handicaps;

2) to assure that the rights of children with handicaps from birth through age 21 and their families are protected;

3) to assist States and localities to provide for early intervention services and the education of all children with handicaps; and

4) to assess and assure the effectiveness of efforts to provide early intervention services and educate children with handicaps.

This is the twelfth annual report that has been prepared to provide Congress with a continuing description of our nation's progress in providing a free appropriate public education for all children with handicaps. The report is divided into four chapters.

Chapter 1 provides national statistics on the number of children who received special education and related services in 1988-89, the educational placements of students, and the number of personnel employed and needed to provide services to children and youth with handicaps.

Chapter 2 discusses the implementation of Part H of the EHA, which is designed to improve early intervention services for handicapped infants, toddlers, and their families. It also describes the Preschool Grants Program, provided under Section 619 of Part B of the EHA. This program is designed to ensure the availability of a free appropriate public education for all children with handicaps age 3-5.

At the other end of the age spectrum, Chapter 3 examines data relating to the transition of secondary age students with handicaps, including patterns of course taking in comprehensive high schools, the exiting status of special education students, and services anticipated to be needed by exiting students with handicaps. The chapter also details efforts being made at the State and Federal levels to evaluate the outcomes of students in transition, both in and out of school.

The last chapter, Chapter 4, describes the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs to support the delivery of services to children with handicaps, as well as Federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with handicaps.

CONTENTS

Page

Preface i

Executive Summary xiii

Chapter 1. Students Served, Placements, and Special Education Personnel 1

- Number of Students Served 2
- Educational Placements of Students with Handicaps 18
- Personnel Employed, Needed, and Trained 30

Chapter 2. Meeting the Needs of Infants, Toddlers, and Preschool Children With Handicaps 47

- Progress in Implementing Part H 48
- Progress in the Implementation of the Preschool Grants Program 60
- Technical Assistance 74
- Summary 75

Chapter 3. The Transition of Secondary Age Students With Handicaps 77

- Courses Taken by Students with Handicaps 78
- Achievement 91
- Special Education Students Exiting from School 97
- Anticipated Services 104
- Assessing Student Outcomes 104
- Conclusion 108

Chapter 4. Assisting States and Localities in Educating All Children With Handicaps 111

- Federal Program Review Process 111
- Formula Grant Programs 135
- Other Federal Assistance to States 148
- Summary 153

Contents (continued)

Page

Appendices

Appendix A. Data Tables A-1

Section A. Child Count Tables

Table AA1 -- Number of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B by Age Group During School Year 1988-89 A-3

Table AA2 -- Number of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B During School Year 1988-89 A-4

Table AA3 -- Number of Children 6-21 Served Under Chapter 1 of ESEA (SOP) and EHA-B During School Year 1988-89 A-5

Table AA4 -- Number of Children 6-21 Served Under Chapter 1 of ESEA (SOP) and EHA-B by Handicapping Condition During School Year 1988-89 A-6

Table AA5 -- Number of Children Served Under Chapter 1 of ESEA (SOP) by Age Group During School Year 1988-89 A-8

Table AA6 -- Number of Children 6-11 Years Old Served Under Chapter 1 of ESEA (SOP) by Handicapping Condition During School Year 1988-89 A-9

Table AA7 -- Number of Children 12-17 Years Old Served Under Chapter 1 of ESEA (SOP) by Handicapping Condition During School Year 1988-89 A-11

Table AA8 -- Number of Children 18-21 Years Old Served Under Chapter 1 of ESEA (SOP) by Handicapping Condition During School Year 1988-89 A-13

Table AA9 -- Number of Children 6-21 Years Old Served Under Chapter 1 of ESEA (SOP) by Handicapping Condition During School Year 1988-89 A-15

Contents (continued)

Page

Table AA10 -- Number of Children Served Under EHA-B by Age Group During School Year 1988-89 A-17

Table AA11 -- Number of Children 6-11 Years Old Served Under EHA-B by Handicapping Condition During School Year 1988-89 A-18

Table AA12 -- Number of Children 12-17 Years Old Served Under EHA-B by Handicapping Condition During School Year 1988-89 A-20

Table AA13 -- Number of Children 18-21 Years Old Served Under EHA-B by Handicapping Condition During School Year 1988-89 A-22

Table AA14 -- Number of Children 6-21 Years Old Served Under EHA-B by Handicapping Condition During School Year 1988-89 A-24

Table AA15 -- Number of Children Served Under EHA-B by Handicapping Condition and Age Year During School Year 1988-89 A-26

Table AA16 -- Number of Children Served Under EHA-B by Age Year During School Year 1988-89 A-27

Table AA17 -- Number and Change in Number of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B A-30

Table AA18 -- Number and Change in Number of Children 0-21 Years Old Served Under Chapter 1 of ESEA (SOP) A-31

Table AA19 -- Number and Change in Number of Children 3-21 Years Old Served Under EHA-B A-32

Table AA20 -- Number and Change in Number of Children 6-21 Years Old Served Under EHA-B A-33

Table AA21 -- Percentage of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B During School Year 1988-89 A-44

Contents (continued)

Page

Table AA22 -- Percentage of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B by Age Group During School Year 1988-89 A-45

Table AA23 -- Percentage of Children 6-21 Served Under Chapter 1 of ESEA (SOP) and EHA-B by Handicapping Condition Based on Estimated Resident Population During School Year 1988-89 A-46

Table AA24 -- Percentage of Children 6-17 Served Under Chapter 1 of ESEA (SOP) and EHA-B by Handicapping Condition Based on Estimated Resident Population During School Year 1988-89 A-48

Table AA25 -- Percentage of Children 6-17 Served Under Chapter 1 of ESEA (SOP) and EHA-B by Handicapping Condition Based on Estimated Enrollment During School Year 1988-89 A-50

Section B. Educational Environments Tables

Table AB1 -- Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1987-88 A-52

Table AB2 -- Number of Children 6-21 Years Old Served in Different Educational Environments During School Year 1987-88 A-54

Section C. Personnel Tables

Table AC1 -- Number of Special Education Teachers Employed and Needed to Serve Handicapped Children Ages 6-21 for School Year 1987-88 A-76

Table AC2 -- School Staff Other Than Special Education Teachers Employed and Needed to Serve Handicapped Children Ages 3-21 for School Year 1987-88 A-79

Contents (continued)

Page

Section D. Exiting Tables

Table AD1 -- Number of Students 14 Years and Older Exiting the Educational System During the School Year 1987-88 by Basis of Exit A-84

Table AD2 -- Number and Percentage of Handicapped Students Exiting the Educational System by Age, and by Basis of Exit During the 1987-88 School Year A-107

Section E. Anticipated Services Table

Table AE1 -- Number of Anticipated Services Needed by Children 14 Years and Older Leaving the Educational System During the 1987-88 School Year by Handicapping Condition A-110

Section F. Population and Enrollment Tables

Table AF1 -- Estimated Resident Population by State for 3-21 Year Olds A-132

Table AF2 -- Estimated Resident Population by State for 3-5 Year Olds A-133

Table AF3 -- Estimated Resident Population by State for 6-17 Year Olds A-134

Table AF4 -- Estimated Resident Population by State for 18-21 Year Olds A-135

Table AF5 -- Enrollment by State for 5-17 Year Olds A-136

Section G. Financial Table

Table AG1 -- State Grant Awards Under Chapter 1 of ESEA (SOP), EHA-B, Preschool Grant Program and Part H A-137

Section H. Expenditure Table

Table AH1 -- Federal, State and Local Funds Expended for Special Education and Related Services for the 1985-86 School Year A-138

Contents (continued)

		Page
	Notes for Appendix A	A-140
Appendix B.	Overview and Design of the 1987 High School Transcript Study	B-1
Appendix C.	Summary Report of Special Education Programs and Related Services in Need of Improvement	C-1
Appendix D.	Special Studies Contracts	D-1
Appendix E.	Abstracts of SEA/Federal Evaluation Studies Program	E-1

LIST OF TABLES

		Page
Table 1.1	Children Age 0-21 Years Counted Under EHA-B and Chapter 1 of ESEA (SOP): Number and Percentage Change: School Year 1976-77 to 1988-89	6
Table 1.2	States Showing Increases or Decreases in Number of Children Served Under Chapter 1 of ESEA (SOP) and EHA-B	7
Table 1.3	Number of Students Served Under EHA-B and Chapter 1 of ESEA (SOP) by Age Group: School Year 1988-89	9
Table 1.4	Students Age 6-21, Served Under EHA-B and Chapter 1 of ESEA (SOP), by Handicapping Condition: School Years 1988-89	11
Table 1.5	Students Age 6-17 Years Served Under EHA-B and Chapter 1 of ESEA (SOP), by Handicapping Condition: Number and Percentage: School Year 1988-89	12
Table 1.6	Children Age 6-21 Counted Under EHA-B: Number and Percentage Change: School Years 1987-88 and 1988-89	13
Table 1.7	Percentage of Students Age 3-5, 6-11, 12-17, and 18-21 Served in Six Educational Environments: School Year 1987-88	22
Table 1.8	Percentage of Children and Youth Age 6-21 Served in Different Educational Environments, by Handicapping Condition: School Year 1987-88	23
Table 1.9	Placement Rates for Students Served in Separate Classes, Separate Schools, and Residential Facilities Per Million Resident Population: School Years 1986-87 and 1987-88	24
Table 1.10	Student Placement Patterns Not Covered by OSEP Decision Rules: Three Examples	28
Table 1.11	Teachers Employed, Teachers Needed, and the Children Served Under EHA-B and Chapter 1 of ESEA (SOP): 1987-88 School Year	32
Table 1.12	Special Education Teachers Employed to Serve Handicapped Children and Youth Age 6-21: Number and Distribution, School Year 1987-88	34
Table 1.13	Special Education Personnel Other Than Teachers Employed to Serve Handicapped Children Age 3-21: Number and Percentage Change, School Years 1986-87 and 1987-88	35
Table 1.14	Special Education Teachers Needed to Serve Children Age 6-21 by Handicapping Condition: Number and Distribution, School Year 1987-88	37

Tables (continued)

Page

Table 1.15 Special Education Personnel Other Than Teachers Needed to Serve Handicapped Children and Youth Age 3-21: Number and Distribution, School Year 1987-88 38

Table 1.16 Full- and Part-Time Students Enrolled in Preservice Training Funded by DPP: Number and Distribution, FY 1988 42

Table 1.17 Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1988 43

Table 1.18 State or Professional Certifications Received in Programs Funded by DPP Grants: Number and Distribution, FY 1988 44

Table 2.1 Fourteen Components of a Statewide System of Early Intervention Services for Handicapped Infants and Toddlers Under 1986 Amendments to EHA 49

Table 2.2 Part H Lead Agencies and Third Year Application Status 51

Table 2.3 Basic and Bonus Awards Under the Preschool Grants Program 61

Table 2.4 Increase in Number of Preschoolers Served Under EHA-B: School Years 1986-87 to 1988-89 66

Table 2.5 Special Education Mandate: Age at Which all Children with Handicaps Are Eligible for a Free Appropriate Public Education: School Year 1989-90 67

Table 2.6 Summary of State Legislative Activity Since P.L. 99-457 Related to Preschool Children with Handicaps: August 1989 69

Table 2.7 Projected Status of State Mandates for Serving Preschoolers with Handicaps, as of August 1989 (Includes Legislation Passed or Anticipated) 71

Table 3.1 Handicapped and Nonhandicapped High School Students' Enrollment in Academic, Vocational, and Personal/Other Courses 81

Table 3.2 School Achievement in Students' Most Recent School Year, by Handicapping Condition 92

Table 3.3 Receipt of Failing Grades, by Grade Level 94

Table 3.4 Promotion Rates of Secondary Students with Handicaps 95

Table 3.5 Minimum Competency Test Requirements and Outcomes of Secondary Students with Handicaps 96

Tables (continued)

Page

Table 3.6 Number and Percentage of Students with Handicaps Exiting the Educational System, Age 14 Years and Older: 1987-88 School Year 98

Table 3.7 Number and Percentage of Students with Handicaps, 14 Years and Older, Exiting the Educational System by Basis of Exit 100

Table 3.8 Basis of Exit for Students with Handicaps, All Conditions, Age 14-21+, by Age: 1987-88 School Year 101

Table 3.9 State Mandates for Upper Age Limit for Eligibility for Special Education Services 105

Table 4.1 Relationship of State Plan Review and Compliance Monitoring Review 115

Table 4.2 Groupings of States for State Plan Submission 117

Table 4.3 Types of Issues Identified in Several State Plans Submitted in the 1987 Through 1989 Review Cycle 118

Table 4.4 Schedule of Compliance Monitoring Reviews 122

Table 4.5 OSEP Program Review Process for Compliance Monitoring Review 123

Table 4.6 EHA-B State Grant Program Funding, Fiscal Years 1977-89 137

Table 4.7 Chapter 1 State Formula Grant Funding, Fiscal Years 1966-89 139

Table 4.8 Children with Handicaps Served Under Chapter 1 and EHA-B in Full-time and Part-time Special Education 144

Table 4.9 Percentage of Children in GAO Review Receiving Selected Services, by Handicapping Condition 145

LIST OF FIGURES

Page

Figure 1.1 Number and Percentage of Children Served Under Chapter 1 and EHA-B, School Years 1976-77 and 1988-89 3

Figure 1.2 State-to-State Differences in Percentage of Children Served Under EHA-B and ESEA (SOP): School Year 1988-89 4

Figure 1.3 Number of Children with Learning Disabilities Served Under EHA-B, Age 6-21: School Years 1976-77 through 1988-89 15

Figure 1.4 Percentage of All Students with Handicaps Age 3-21 Served in Six Educational Placements 20

Figure 2.1 State Progress on Selected Components of an Early Intervention System, April 1989 56

Figure 3.1 Enrollment Patterns of Handicapped and Nonhandicapped High School Students 82

Figure 3.2 Regular and Special Education Enrollment in Academic, Vocational and Personal/Other Subjects by Students with Handicaps 83

Figure 3.3 Academic Enrollment Patterns (Number of Credits) of Handicapped and Nonhandicapped High School Students Over an Average of Four Years 85

Figure 3.4 Remedial and On or Above Grade Level Credits Earned by Handicapped Students as a Percentage of All Regular Education Credits 86

Figure 3.5 Percentage of Students with Handicaps 14 Years and Older Exiting the Education System During School Year 1987-88 by Reason of Exit 99

Figure 4.1 Educational Settings Used in Chapter 1 Handicapped Program, 1988 142

Figure 4.2 Amount of Related Services Provided in the Chapter 1 Handicapped and EHA Programs by Handicapping Condition, 1988 147

EXECUTIVE SUMMARY

The *Twelfth Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA), and its subsequent amendments. The purposes of the Act are, in summary:

1) To assure the availability of early intervention services to all infants and toddlers with handicaps, and a free appropriate public education to all children and youth with handicaps;

2) To assure that the rights of children with handicaps from birth through twenty-one and their families are protected;

3) To assist States and localities to provide for early intervention services and the education of all children with handicaps; and

4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with handicaps.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the body of the report.

STUDENTS SERVED, PLACEMENTS, AND SPECIAL EDUCATION PERSONNEL

Chapter 1 provides national statistics compiled from data which States report annually to the Office of Special Education Programs.

- During the 1988-89 school year, 4,587,370 children from birth through age 21 were served under Part B of EHA and Chapter 1 of the Elementary and Secondary Education Act, State-Operated Programs (ESEA [SOP]). This represents an increase of 2.1 percent over the number served in 1987-88, the largest increase since 1980-81.

- The vast majority of children served under both programs (87 percent) were between the ages of 6 and 17. The number of 3-5 year olds served under EHA-B has grown dramatically since the 1986 Amendments, which increased funding for preschoolers counted under this program. In 1985-86, States reported serving 265,814 children age 3-5 under EHA-B, while in 1988-89, that number had risen to

321,360, a 21 percent increase. Counts of children age 3-5 served under Chapter 1 of ESEA (SOP) decreased from 1987-88 (48,525) to 1988-89 (41,083).

- Four types of handicaps account for the vast majority (94 percent) of children served under these programs in 1988-89: learning disabled (48 percent), followed by speech impaired (23 percent), mentally retarded (14 percent) and emotionally disturbed (9 percent). These proportions have changed over the past decade: the percentage served as learning disabled has increased, while the speech impaired and mentally retarded categories have declined.
- In 1987-88, 93 percent of students with handicaps age 3-21 served under EHA-B and Chapter 1 of ESEA (SOP) received services in regular school buildings (regular classes, resource rooms, or separate classes). About 30 percent were served in regular classroom placements, 38 percent were served in resource rooms, and 25 percent were served in separate classrooms.
- The number of special education teachers employed to teach students with handicaps age birth through 21 increased by 838 or 0.3 percent between 1986-87 (296,196) and 1987-88 (297,034). Personnel other than teachers employed increased by 8 percent from 1986-87 (223,122) to 1987-88 (240,978).
- States and insular areas reported needing 29,774 additional teachers to fill vacancies and replace uncertified staff for students with handicaps, age birth through 21.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH HANDICAPS

Chapter 2 focuses on the provision of services to children age 5 or younger with special needs. States are currently undertaking a variety of activities related to building and expanding services for these children.

- Fiscal Year 1989 was the third year for which funds were appropriated for the Handicapped Infants and Toddlers Program (Part H of the EHA). To receive Year 3 funding, States adopted a policy which incorporated all of the components of a statewide system of early intervention services or requested a waiver from the Secretary of Education. As of January 1, 1990, 32 States and other entities had submitted policies and 16 had requested a waiver. The remaining 9 had not yet submitted an application for funding.
- Under the bonus provision of the Preschool Grants Program, States received $3,800 for each new child between age 3 and 5 years estimated to be served by December 1, 1990.

Nationally, the 362,443 preschoolers who were receiving special education under both of the special education laws in 1988-89 represented 3.27 percent of the population age 3-5. Many States that currently do not have mandates to serve this age group are anticipating changes in their legislation by 1991-92.

- Professionals working in programs for infants, toddlers, and their families, or programs for preschool children with handicaps, are facing similar challenges. These include funding concerns and personnel shortages. In addition, applying the principle of least restrictive environment to placements for children with handicaps age 3-5 presented a challenge.

THE TRANSITION OF SECONDARY AGE STUDENTS WITH HANDICAPS

Chapter 3 presents data relating to the provision of transitional services to secondary age students with handicaps.

- On average, special education students earned 19 total credits over four years of high school, three fewer credits than nonhandicapped students earned.

- Students with handicaps earned four fewer credits in academic subjects than did their nonhandicapped peers, one more credit in vocational education, and slightly more credits in personal/other courses.

- High school special education students take the majority (68 percent) of their courses in regular education. This fact highlights the compelling responsibility of regular education providers in the transitional outcomes of special education students.

- The mean grade point average (GPA) for all courses completed by secondary special education students during their most recent school year was 2.0, the midpoint of a four-point scale with four as the highest and one as the lowest passing grade. Students in special education courses earned higher GPA's (a mean of 2.2) in their special education courses than in their regular education courses (a mean of 1.9).

- During the 1987-88 school year, the majority of students who left school (53 percent) graduated with either a diploma (42 percent) or a certificate (11 percent). Twenty-seven percent of all school leavers with handicaps exited by dropping out. A small proportion (about 2.5 percent) remained in school until they reached the maximum age allowed by the State for special education services.

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH HANDICAPS

Chapter 4 presents information on the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs, the results of Federal monitoring activities, and technical assistance programs available to the States.

- OSEP administers a system of assistance to States to support, facilitate, and monitor implementation of the requirements and programs authorized by EHA. Components of this system include financial support provided through formula and discretionary grant programs; program review; policy formulation, review, and interpretation; evaluation and systems development support; knowledge production; and technical assistance and dissemination.

- OSEP reviews plans submitted by States on a staggered three-year schedule to assure that SEA policies and procedures are consistent with the requirements of EHA-B. When discrepancies between Federal requirements and SEA policies and procedures are identified, revisions to the State Plan are required before approval and the awarding of EHA-B State grants. In FY 1989, 19 SEAs submitted State Plans for funding for FYs 1990-92. As in previous years, no particular trend in identified concerns was noted. Prior to approving State Plans this year, OSEP identified, for some States, issues related to due process procedures, procedural safeguards, complaint management, services to private school children and individual education programs (IEPs).

- Compliance monitoring reviews are conducted by OSEP to assess the functioning of State programs and to intervene, as necessary, to ensure that those programs are operating as required by Federal law. In school year 1988-89, OSEP conducted seven compliance monitoring reviews, and during FY 1989, OSEP cleared up its backlog of overdue monitoring reports by issuing 10 final monitoring reports. Some concerns identified in previous compliance monitoring reviews reports persisted including the efficacy of SEA monitoring procedures for identifying and resolving compliance issues within the State, LRE, and IEP issues. Four of the reports documented extensive efforts by SEAs in implementing corrective actions, indicating the States' commitment to meeting EHA-B requirements and to ensuring that children with handicaps receive entitled benefits.

- The largest source of Federal financial support to States for the education of children with handicaps is EHA-B. In FY 1989, $1.48 billion was appropriated for EHA-B, with a per child allocation of $340. Approximately 60 percent of the States reported for FY 1989 that they would pass through 75 percent of their EHA-B grant awards to local education agencies. The remaining States planned to pass through 76-93 percent of their awards to districts.

- Under Chapter 1 of ESEA (SOP), the FY 1989 national average per child allocation was $557. A study conducted by the General Accounting Office of the Chapter 1 program found that children served under EHA-B and Chapter 1 of ESEA receive similar services, but for the latter, the frequency or intensity of services is often greater, reflecting the more serious handicapping conditions of many children in the Chapter 1 program.

- Data reported by States show that nearly $16 billion was spent in the 1985-86 school year from Federal, State, and local sources for special education and related services for children served under EHA-B and Chapter 1 of ESEA (SOP). The per pupil excess cost derived from the total was $3,652, an increase of 31 percent over school year 1982-83. Over this three-year period, the State share of these expenditures increased by 4 percent, while decreases occurred in the local and Federal contributions.

CHAPTER 1

STUDENTS SERVED, PLACEMENTS, AND SPECIAL EDUCATION PERSONNEL

The purpose of the Education of the Handicapped Act (EHA) is to "assure that all handicapped children have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs..." (Sec.601[c]). The Office of Special Education Programs (OSEP) uses multiple sources of information to determine the extent to which this purpose is being accomplished; one source is the data required to be reported to Congress under Section 618 of EHA. States provide annual counts of the number of children and youth with handicaps receiving special education and related services under EHA-B and of the number of children and youth with handicaps served through Chapter 1 of the Elementary and Secondary Education Act (ESEA).[1] States also provide data on the educational placements of students and on the number of personnel employed and needed to provide services to handicapped children and youth. OSEP gathers data on the number of personnel trained and certified in programs funded by OSEP training grants. Taken together, these data provide information about the provision of a free appropriate education to children and youth with handicaps.[2]

This chapter presents data on children served during the 1987-88 and 1988-89 school years through EHA-B and Chapter 1 (ESEA [SOP]) programs. The total number of children served on December 1, 1988, their ages, and handicapping conditions are described. This chapter principally presents data on children age 6-21. Some data on young children with handicaps are presented briefly in this chapter. (Chapter 2 will describe in depth the legislation and efforts to implement Part H of EHA and the Preschool Grants Program, and reports the numbers of infants, toddlers, and preschool children with handicaps being served.[3]) This chapter then presents data on students' primary educational placement (e.g., resource rooms, self-contained classes) for 1987-88; in addition, the chapter presents the results of a special study of the placement data. The last section of this chapter summarizes the State data on numbers of personnel employed and needed for the delivery of special education and related services during 1987-88, and data on personnel being trained in 1987-88 under grants authorized by Part D of EHA to work with infants, toddlers, children, and youth with handicaps.

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[1] The Elementary and Secondary Education Act of 1965, referred to throughout this report as Chapter 1 of ESEA (SOP) (State-Operated Programs), formerly provided support for children and youth birth through age 20 with handicaps in programs operated or supported by State agencies. The 1988 amendments to ESEA mandated provision of services to handicapped children and youth from birth through age 21. The amendments also changed the count date from October 1 to December 1 beginning with the 1988-89 school year.

[2] Additional State data mandated by Section 618 provide information concerning the implementation of a free appropriate public education to children and youth with handicaps. These data include the number of students exiting the educational system and anticipated services needed for those exiting, expenditures for special education and related services, and the services in need of improvement. These data are presented later in this report.

NUMBER OF STUDENTS SERVED

Total Number of Children

During the 1988-89 school year, 4,587,370 children with handicaps from birth through age 21 were served under EHA-B and Chapter 1 of ESEA (SOP). The great majority of these children (94.3 percent) were served under EHA-B, with the remainder served under Chapter 1 of ESEA (SOP). (The numbers of students served in each State by program are presented in Appendix A, table AA2.)

In 1988-89, 6.7 percent of the resident population age 3-21 was served under EHA-B and Chapter 1 of ESEA (SOP) in contrast to 4.8 percent in 1976-77. Figure 1.1 shows the number of children served under EHA-B and Chapter 1 of ESEA (SOP) as a percentage of the resident population. In contrast to a decline in the resident population, there was a steady increase in the number of students with handicaps served from 1977 to 1989. Some possible explanations for increases will be discussed throughout this section.

While nationally 6.7 percent of the resident population of children and youth received special education services under EHA-B (3-21 year olds) and Chapter 1 of ESEA (SOP) (birth-21 year olds), figure 1.2 shows large State-to-State differences in the percentage of children served under both programs in the 1988-89 school year. The percentage served in individual States ranged from a low of 4.0 percent in Hawaii to a high of 10.3 percent in Massachusetts. (Data on the proportion of students served as a function of the resident population are presented in Appendix A, table AA22.) Thirty-one States served a proportion higher than the nation as a whole, while 19 States and the District of Columbia served lower proportions. The percentage of 6-17 year olds (the minimum age range served by all States) served as handicapped was 9.4 for the nation; across States, the figure ranged from 6.2 (Hawaii) to 14.8 (Massachusetts).

It may be that State-to-State variation in the percentage of students served is related to State classification procedures, resulting in greater or lesser numbers of students identified as requiring special education services. Use of pre-referral interventions in some States may reduce the number of students assessed or identified for special education service needs. Other causes of State-to-State variation may include: data reporting practices; State funding formulas; and differences in student populations.

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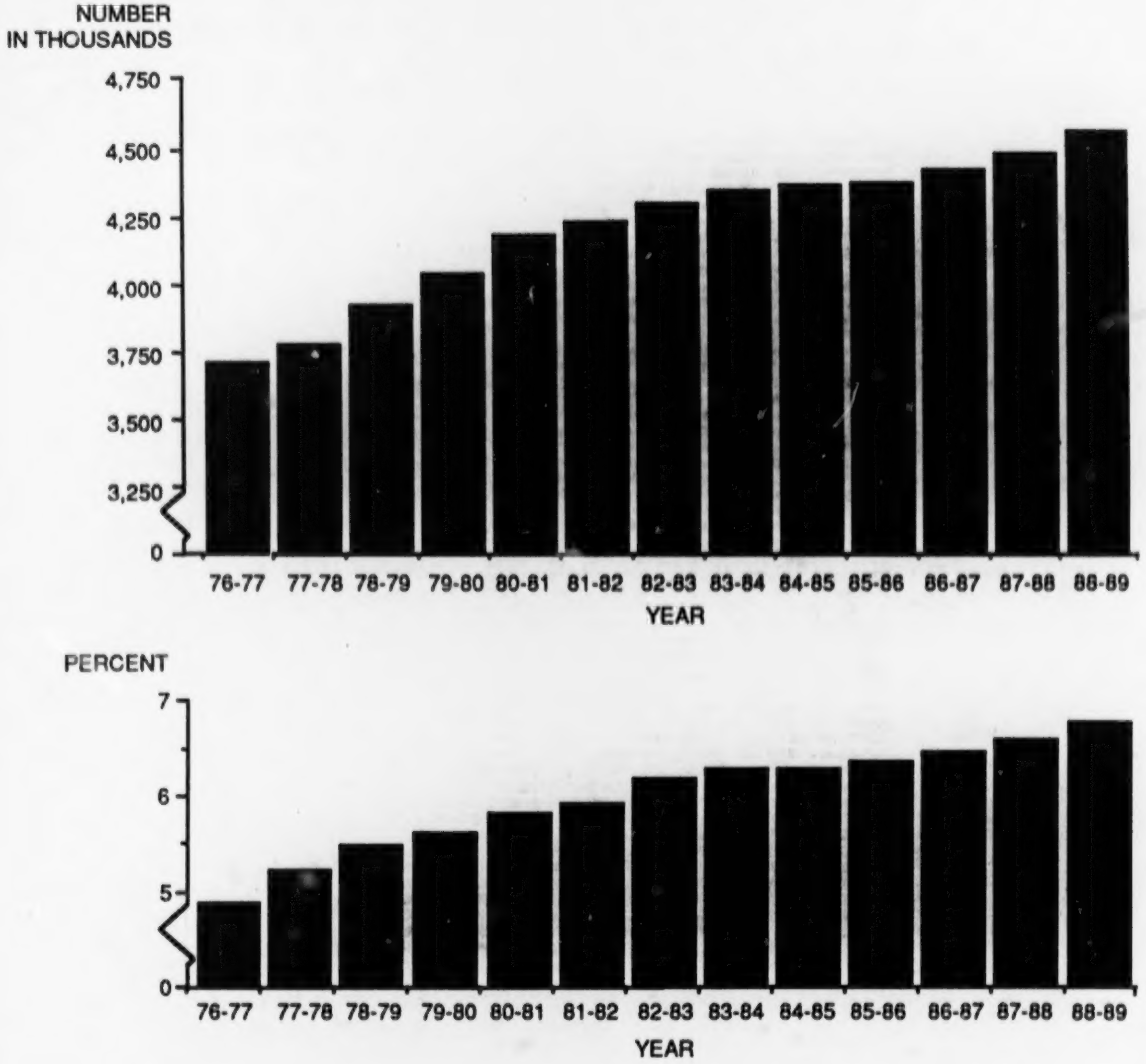
[3] P.L. 99-457, the 1986 amendments to EHA, strengthened the Federal commitment to providing services to children below school age. In addition to the Part H program for infants and toddlers, the amendments revised the Preschool Grants Program which contains financial incentives for States to provide special education and related services to children age 3-5 and requires that, after a phase-in period, States serve all children with handicaps age 3-5.

FIGURE 1.1

Number and Percentage of Children Served Under Chapter 1 and EHA-B, School Year 1976-77 through 1988-89

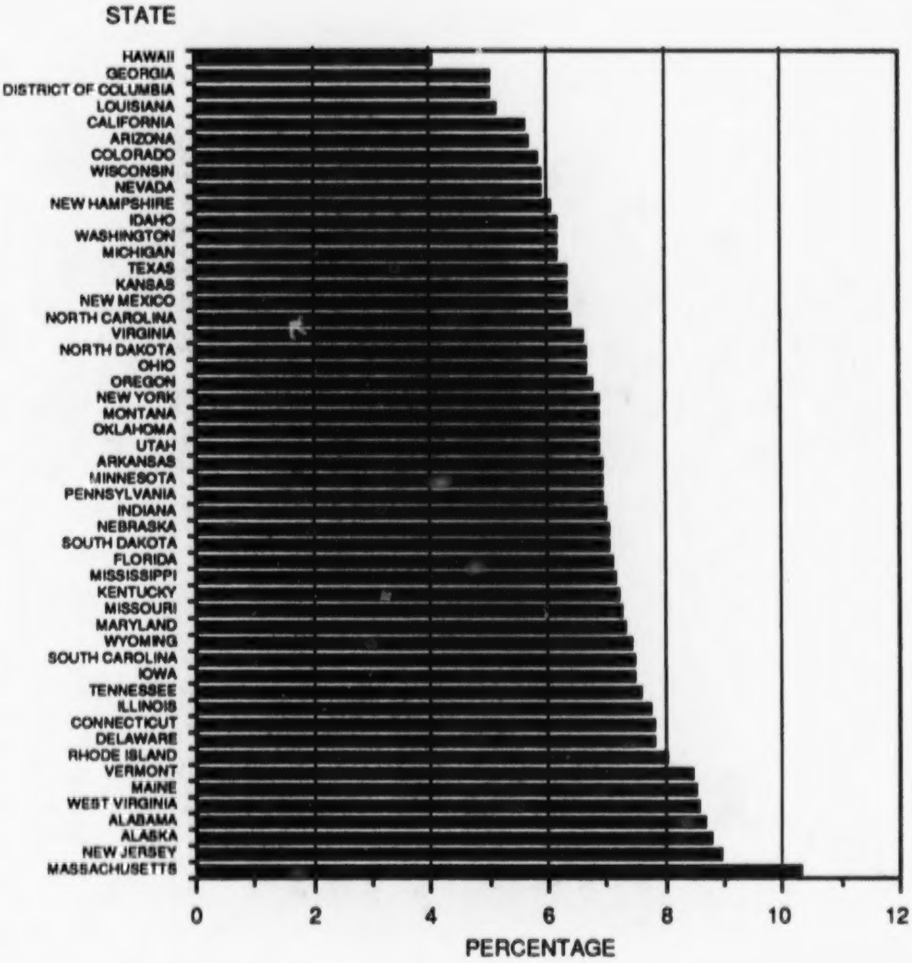


NOTE: The figures represent children birth through 20 years old served under Chapter 1 of ESEA (SOP) and children 3 through 21 years old served under EHA-B. For 1988-89, the figures represent children birth through 21 served under Chapter 1.

SOURCE: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

FIGURE 1.2

State-to-State Differences in Percentage of Children Served Under EHA-B and ESEA (SOP): School Year 1988-89



NOTE: Percentages based on population counts for children age 3 through 21 compiled by the U.S. Bureau of the Census.

SOURCE: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

The number of children served under both programs in 1988-89 shows an increase of 93,090 or 2.1 percent over the number for 1987-88. It represents a 23.7 percent increase over the number reported in 1976-77, the inception of the program. Table 1.1 and figure 1.1 present the total number of children and youth counted under EHA-B and Chapter 1 of ESEA (SOP) from 1976-77 to 1988-89. In the early years, the number of handicapped children increased steadily, and then began to level off during the mid-1980s. Data for 1987-88 show a large increase (1.6 percent) over the previous year and the subsequent data for 1988-89 show a 2.1 percent increase, the largest increase since 1980-81. The rate of increase had declined to 0.2 percent by 1985-86 but has increased each year since then.

Part of the growth in the number of students age 3-21 served under EHA-B and Chapter 1 of ESEA (SOP) may be attributed to increases in the number of 3-5 year olds served following the 1986 Amendments to EHA, which increased funding for services to preschoolers served under this program. In addition, the numbers of students age 6-21 served as learning disabled, speech impaired, emotionally disturbed, and multihandicapped have increased continuously since 1985-86. Increases in the number of students age 6-21 served under EHA-B in these four categories account for 72,414 of the 93,090 increase in the number of 3-21 year olds served from 1987-88 to 1988-89 with most of the increase accounted for by the growth in the learning disabled.

In comparison to the 1987-88 school year, Delaware experienced the largest percentage decrease in numbers of children served (-4.9 percent) while Alaska (15.0 percent) and American Samoa (34.7 percent) had the largest percentage increases. Table 1.2 shows the percentage change in the number of all handicapped children served under EHA-B and Chapter 1 of ESEA (SOP) by State for 1988-89. (See Appendix A, table AA17, for the changes in the number and percentage of students served for each of the States and Insular Areas for both programs combined.) Five States and Insular Areas had percentage decreases in the number of children served of 2 percent or more while 21 States and Insular Areas had increases of over 2 percent or more in the number of children served under both programs. Many of the States with the greatest increases in service levels over the last two years served greater numbers of preschool children as handicapped. (See Chapter 2 for a discussion of trends in service to this age group.) In addition, many of the States showing large percentage increases in the number of students served (for example, California, Florida, and Texas) have relatively large student populations compared to those showing percentage decreases (see table 1.2). This is likely to account for part of the net national increase in the number of students served.

Ages of Students Served

Requirements on data collection for children of different ages and age groups have changed somewhat over the years. Data on the *age groups* (e.g., 3-5) of children served under EHA-B have been available since 1976. Data on the *age groups* of children served under Chapter 1 of ESEA (SOP) were first collected for the 1987-88 school year. OSEP first collected data on *individual age years* (e.g., six year olds, seven year olds, etc.) from all States beginning in school year 1985-86 and first reported these data in the 1987 Annual Report.

TABLE 1.1

Children Age 0-21 Years Counted Under EHA-B and Chapter 1 of ESEA (SOP):[a] Number and Percentage Change: School Year 1976-77 to 1988-89

School Year	Percentage Change in Total Number Served from Previous Year	Total Served	EHA-B	ESEA (SOP)
1988-89	2.1	4,587,370	4,324,220	263,150
1987-88	1.6	4,494,280	4,235,263	259,017
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

[a] These numbers include children 0-21 years counted under Chapter 1 of ESEA (SOP) and children 3-21 years counted under EHA-B. The totals do not reflect infants and toddlers 0-2 years served under Part H of EHA.

[b] Beginning in 1984-85, the number of handicapped children reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.2

States Showing Increases or Decreases in Number of Children
Served Under Chapter 1 of ESEA (SOP) and EHA-B

Percentage Change from 1987-88 to 1988-89					
More Than -4.0	-2.1 to -4.0	-2.0 to 0	.1 to 2.0	2.1 to 4.0	More Than 4.0
Delaware	Puerto Rico	Connecticut	Arkansas	Arizona	Alabama
Virgin Islands	Utah	Illinois	Colorado	Hawaii	Alaska
	West Virginia	Kentucky	District of Columbia	Massachusetts	California
		Maine	Georgia	Montana	Florida
		Maryland	Idaho	Nebraska	Nevada
		Minnesota	Indiana	New York	New Hampshire
		Guam	Iowa	Pennsylvania	North Carolina
			Kansas	Tennessee	Northern Marianas
			Louisiana	Wisconsin	Texas
			Michigan		Vermont
			Mississippi		Washington
			Missouri		American Samoa
			New Jersey		
			New Mexico		
			North Dakota		
			Ohio		
			Oklahoma		
			Oregon		
			Rhode Island		
			South Carolina		
			South Dakota		
			Virginia		
			Wyoming		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Students Served by Age Group

Services to students with handicaps age 3-21 are funded under EHA-B, while Chapter 1 of ESEA (SOP) supports children with handicaps from birth through age 21. As seen in table 1.3, most children served under both programs were between the ages of 6 and 17. The largest group of children who received special education and related services, nearly 2.2 million (or 48 percent), were between the ages of 6 and 11; nearly 1.8 million (or 39 percent) were between the ages of 12 and 17. Handicapped youth aged 18 through 21 accounted for only 5 percent of students served. Children age five and under accounted for 9 percent of the children who received services under the two programs.

Schools served just 3.3 percent of the resident population of 3-5 year olds as handicapped in 1988-89. This proportion varied among States from 1.3 percent in Hawaii to 5.7 percent in Kentucky (see Appendix A, table AA22). A larger proportion, 9.4 percent, of the resident population of 6-17 year olds, was served as handicapped. Hawaii served the lowest proportion (6.2 percent) and Massachusetts the highest (14.8 percent). Nationally, the proportion of the resident population age 18-21 served as handicapped was 1.6 percent--the lowest for the three age groups. Proportions ranged from .6 percent in Hawaii to 4.2 percent in Alabama.

Over the school years from 1978-79 to 1986-87, the percentage increase in the number of 3-5 year olds served under EHA-B was, on average, 3.0 percent. However, after the 1986 EHA Amendments, which provided substantial incentives for expanding services to this population, the pace of growth quickened dramatically. On December 1, 1986, States reported providing services under EHA to 265,814 children age 3-5. By December 1, 1988, the numbers increased to 321,360, reflecting a sizable increase of 21 percent. Preschool children are also served under Chapter 1 of ESEA (SOP). Separate counts of this age group were collected for the first time in 1987-88 when 48,525 children between the ages of three and five were served under this program. December 1988 data show fewer children age 3-5 receiving services under Chapter 1 programs (41,083 or 15.3 percent decrease). The Preschool Grant Program initiated in the 1986 Amendments to EHA increased the funding for preschoolers counted under Part B and may explain these changes. Some preschool students who would previously have been served under the Chapter 1 program may now be receiving services under the Preschool Grant Program. (See chapter 2 for a more complete discussion of these trends.)

For the school-age population, the growth in service under EHA-B has been slower with an increase of 17 percent over the 10 school years since 1978. From 1987-88 to 1988-89, this increase was 6.6 percent. Over the last two years, the number of school age students served under Chapter 1 of ESEA (SOP) has increased by 2.6 percent (from 153,342 to 157,296).

The number of youth with handicaps age 18-21 served under EHA-B has also grown dramatically, as States have extended special education services to older students. Unlike the situation for the preschool population, the number of older students served has risen steadily over the years since 1978-79 (the first year data on this age group were collected). In 1978-79, 102,173 students in the oldest age grouping were served under EHA-B, but in 1988-89 the number had risen to 204,972, an increase of 101 percent.

The 1987-88 school year marked the first year that age group data were collected for Chapter 1 of ESEA. From 1987-88 to 1988-89, there was an increase in the number of students in the oldest age group served under ESEA of 2,937 students or 10.7 percent. However, the age mandate for Chapter 1 of ESEA was extended from 20 to 21 starting

TABLE 1.3

Number of Students Served Under EHA-B and Chapter 1 of ESEA (SOP) by Age Group: School Year 1988-89

	EHA-B		Chapter 1		Total	
Age Group	Number	Percentage	Number	Percentage	Number	Percentage
0-2	[a]	NA	34,412	13%	34,412	1%
3-5	321,360	7%	41,083	16	362,443	8
6-11	2,114,133	49	74,676	28	2,188,809	48
12-17	1,683,755	39	82,620	31	1,766,375	39
18+	204,972	5	30,359	12	235,331	5

Note: Percentages are within column.

[a] Infants birth through 2 years old are not eligible for EHA-B funding.

[b] The sum of the percentages of the age groups may not equal 100 because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

with the 1988-89 school year. It is difficult to say how much of the increase is due to the inclusion of 21 year olds.

Students Served of Different Ages

Precise data on the ages of children served are available only for EHA-B, since data on children served under Chapter 1 of ESEA (SOP) are not collected by age year. (Appendix A, table AA15 presents the number of students served by individual age year and handicapping condition under EHA-B for the nation as a whole. Table AA16 shows the data by State.) During 1988-89, more 9 year olds were served as handicapped than students of any other age: 392,029 9 year olds. The number of children who received special education and related services under EHA-B increases from age 3 through age 9. The numbers decrease gradually with each successive age year after age 9 until age 17. This pattern reflects the distribution of children and youth of different ages in the resident population. After age 17, the number of students receiving special education services decreases sharply. Special education students dropping out of school may explain some of the decline from age 16 on. By age 19 (when most students have graduated) only 44,421 students received special education services in 1988-89; whereas by age 21 only 8,905 were served. This is true even though many States continue to provide programs for students beyond age 18 (see table 3.9 in chapter 3, which displays the upper age service mandates for each State). These patterns of service are consistent with those for 1987-88 reported in the *Eleventh Annual Report to Congress*, except for changes resulting from the aging of the population with handicaps; that is, in 1987-88, more 8 year olds (rather than 9 year olds, as in 1988-89) were served than any other age year; the dramatic drop in secondary enrollment began at age 16, rather than age 17.

Handicapping Conditions of Students Served

Table 1.4 shows the handicapping conditions of students age 6-21 served under EHA-B and Chapter 1 of ESEA (SOP) in 1988-89. Combining students served under both statutes, the largest number of handicapped children were classified as learning disabled (47.7 percent), followed by speech impaired (23.1 percent), mentally retarded (13.9 percent), and emotionally disturbed (9.0 percent). These four categories account for 93.7 percent of the total number of children age 6-21 served under the two programs. Service patterns have changed significantly over the years. In 1976-77, learning disabled students represented 22.5 percent; speech impaired, 33.6 percent; mentally retarded, 23.4 percent; and emotionally disturbed, 7.0 percent of all students with handicaps.

The pages that follow present national and State data for selected disability categories. National and State data for 6-17 year olds served under ESEA (SOP) and the EHA-B is presented (see table 1.5 and Appendix A, table AA24). All States provide special education services for students in the 6-17 age range, which permits cross-State comparison. This section also discusses changes in the number and percentage of 6-21 year olds served under EHA (see table 1.6 and Appendix A, table AA20). (As explained earlier, the data for preschoolers are excluded, since they are no longer available by handicapping condition.) The data for ESEA (SOP) have been excluded from the analysis of change in the numbers of students served for two reasons. First, age group data for this program have only been available over the last two years, which thereby prevents examination of trends. Second, the mandate for this program was extended to 21 in 1988-89 so that the data for the last two years are not comparable. It should be noted that the data for individual handicapping conditions show considerable State-to-State variation.

TABLE 1.4

Students Age 6-21, Served Under EHA-B and Chapter 1 of ESEA (SOP), by Handicapping Condition: School Year 1988-89

	EHA-B		ESEA (SOP)		Total	
Handicapping Condition	Number	Percentage[a]	Number	Percentage[a]	Number	Percentage[a]
Learning disabled	1,973,291	49.3	25,131	13.4	1,998,422	47.7
Speech or language impaired	957,739	23.9	11,169	6.0	968,908	23.1
Mentally retarded	522,864	13.1	58,601	31.2	581,465	13.9
Emotionally disturbed	336,760	8.4	40,535	21.6	377,295	9.0
Multihandicapped	65,096	1.6	19,774	10.5	84,870	2.0
Hard of hearing and deaf	41,049	1.0	16,506	8.8	57,555	1.4
Orthopedically impaired	41,514	1.0	5,878	3.1	47,392	1.1
Other health impaired	46,639	1.2	3,710	2.0	50,349	1.2
Visually handicapped	17,116	0.4	5,627	3.0	22,743	0.5
Deaf-blind	792	0.0	724	0.4	1,516	0.0
All conditions	4,002,860	100.0	187,655	100.0	4,190,515	100.0

[a] Percentages are within column.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.5

Students Age 6-17 Years Served Under EHA-B and Chapter 1 of ESEA (SOP), by Handicapping Condition: Number and Percentage: School Year 1988-89

	EHA-B		Chapter 1 of ESEA (SOP)		Total	
Handicapping Condition	Number	Percentage	Number	Percentage	Number	Percentage
Learning disabled	1,873,365	98.8	22,889	1.2	1,896,254	100.0
Speech or language impaired	952,356	98.9	10,405	1.1	962,761	100.0
Mentally retarded	457,780	91.2	44,392	8.8	502,172	100.0
Emotionally disturbed	320,140	89.9	36,060	10.1	356,200	100.0
Multihandicapped	57,954	79.1	15,328	20.9	73,282	100.0
Hard of hearing and deaf	38,377	72.7	14,406	27.3	52,783	100.0
Orthopedically impaired	37,847	87.8	5,280	12.2	43,127	100.0
Other health impaired	43,323	93.3	3,115	6.7	46,438	100.0
Visually handicapped	16,075	76.6	4,907	23.4	20,982	100.0
Deaf-blind	671	56.6	514	43.4	1,185	100.0
All conditions	3,797,888	96.0	157,296	4.0	3,955,184	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.6

Children Age 6-21 Counted Under EHA-B: Number and Percentage Change, School Years 1987-88 and 1988-89

Handicapping Condition	1987-88	1988-89	Percentage Change (1987-88 to 1988-89)
Learning disabled	1,918,541	1,973,291	2.9
Speech or language impaired	944,349	957,739	1.4
Mentally retarded	537,191	522,864	-2.7
Emotionally disturbed	334,672	336,760	0.6
Hard of hearing and deaf	40,178	41,049	2.2
Multihandicapped	62,902	65,096	3.5
Orthopedically impaired	40,637	41,514	2.2
Other health impaired	43,280	46,639	7.8
Visually handicapped	16,888	17,116	1.4
Deaf-blind	760	792	4.2
All conditions	3,939,398	4,002,860	1.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

There are several possible explanations for these differences, including differing classification practices, different populations of students, and inaccuracies in reporting.

Learning Disabled

Under EHA-B and Chapter 1 of ESEA (SOP) in 1988-89, 1,896,254 children and youth, age 6-17, were served as learning disabled (see table 1.5). Nearly all, 98.8 percent, received services through EHA-B. Nationally, 4.5 percent of the resident population age 6-17 received special education as learning disabled under these programs. Proportions ranged across States from a high of 7.7 percent in Rhode Island to a low of 2.1 percent in Georgia. Twenty-one States and the District of Columbia served less than the national proportion of their populations as learning disabled while 29 States served more (see Appendix A, table AA24).

This State-to-State variation may, in part, be explained by the rates at which States identify students as handicapped. For example, Rhode Island serves 11.4 percent of the resident population age 6-17 as handicapped, while Georgia serves 7.0 percent. If, in general, a larger percentage of students is identified, one would expect a larger percentage to be identified as learning disabled. As mentioned previously, other causes of State-to-State variation may include State reporting practices, funding formulas, and identification procedures.

Between 1987-88 and 1988-89, the number of 6-21 year olds with learning disabilities increased by 54,750, or 2.9 percent (see table 1.6). This rate of growth is typical of the changes that have occurred over the last five school years. Prior to the 1983-84 school year, the average increase was approximately 14 percent. Since that year, the increase has averaged 2.5 percent. The pace of growth in the number of learning disabled students served under EHA-B has thus lessened significantly since the early years of the program. However, in the 13-year period between 1976-77 and 1988-89, the number of learning disabled students increased by 152 percent (see figure 1.3).

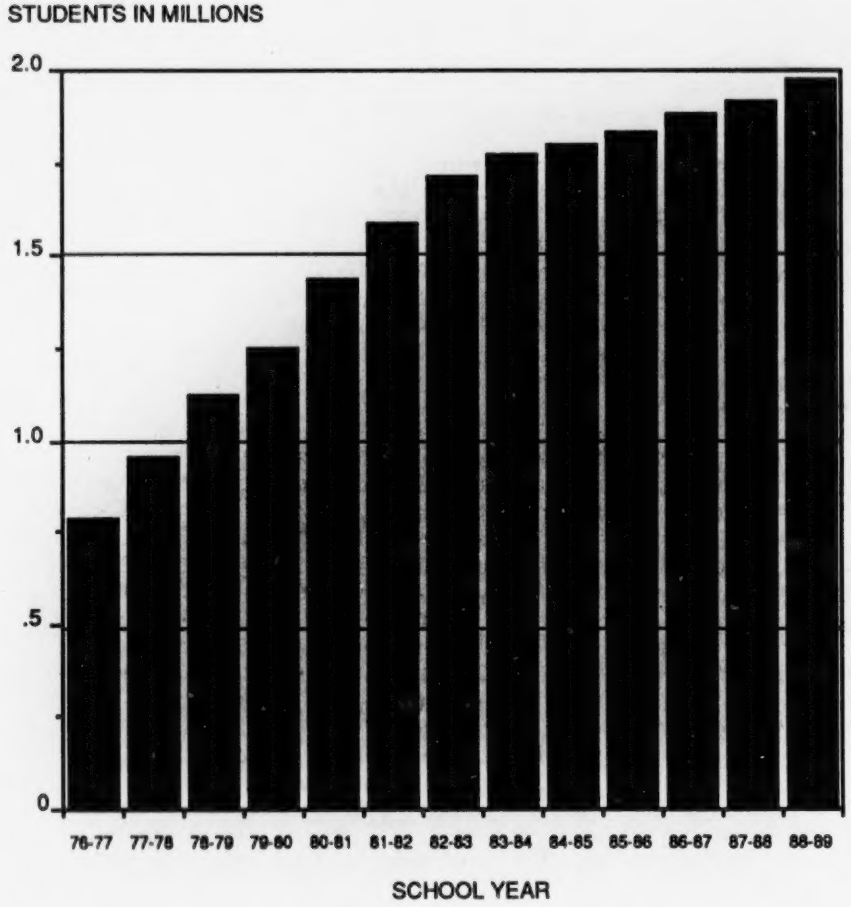
Two States showed the largest percentage increases in the number of learning disabled students, age 6-21 served under EHA-B between 1987-88 and 1988-89, the District of Columbia (52.6 percent, 516 students) and Tennessee (13.2 percent, 5,737 students). California (11,520 students, 5.1 percent), Florida (6,642 students, 8.8 percent), and Texas (6,316 students, 3.9 percent) experienced the largest increases in numbers of learning disabled children between 1987-88 and the 1988-89 school year (see Appendix A, table AA20). In 11 States and Insular Areas, decreases occurred in the number of learning disabled students age 6-21 served under EHA-B. The sharpest decline occurred in Maryland, where the State reported almost 2,000 fewer learning disabled students, which was a change of -4.5 percent from 1987-88.

Speech or Language Impaired

For the 1988-89 school year, 962,761 children and youth age 6-17 were served under EHA-B and Chapter 1 of ESEA (SOP) as speech or language impaired. EHA-B serves fully 98.9 percent of these. Across States, the percentage of children and youth age 6-17 served as speech or language impaired ranged from a low of .8 percent in New York to a high of 4.1 percent in New Jersey. Two and three-tenths percent of the resident population nationally in the 6-17 age group was served as speech impaired.

FIGURE 1.3

Number of Children with Learning Disabilities Served Under EHA-B, Age 6-21: School Years 1976-77 through 1988-89



SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Twenty-two States and the District of Columbia served a smaller proportion of their resident population as speech impaired as compared to the national rate.

There are several possible explanations for this State-to-State variation in the percentage of resident population served as speech impaired. First, States may use different classification procedures in identifying speech impaired students. Second, States vary in the rate of identification of students with handicaps; for example, New Jersey identifies 12.3 percent of their students as handicapped while New York identifies 8.6 percent. Therefore, one would expect New Jersey to identify speech impaired students at a greater rate than New York.

Between 1987-88 and 1988-89, the number of children served as speech or language impaired increased 1.4 percent (13,390). This is in keeping with growth trends over the last few years: the number of speech and language impaired students has increased approximately 1.5 percent per year since 1986-87. In contrast, during the 10-year period from 1976-77 to 1985-86, the number of speech or language impaired students decreased an average of 2.6 percent per year. Over the entire period, the number of students with speech or language impairments fell by 18 percent.

Three States reported the greatest percentage increases between 1987-88 and 1988-89 in the number of speech impaired children age 6-21 served under EHA-B: Alabama (21.6 percent), Nevada (14.2 percent), and Vermont (12.0 percent). The largest numerical increases occurred in Florida (4,221) and Alabama (3,990). The District of Columbia had the severest percentage decrease in the number served (-17.53 percent). Three States, Tennessee (-2,615), Pennsylvania (-1,141), and Kentucky (-1,090), reported the sharpest decreases in numbers of speech impaired children served.

Mentally Retarded

During the 1988-89 school year, 502,172 children age 6-17 served under EHA-B and Chapter 1 of ESEA (SOP) were classified as mentally retarded. As contrasted with the other high-incidence handicapping conditions, almost 9 percent were served under Chapter 1 of ESEA (SOP). Slightly more than 1 percent of the resident population age 6-17 was served as mentally retarded, with State proportions ranging from 3.3 percent in Alabama to .4 percent in New Jersey. Twenty-nine States served a smaller proportion than the national proportion.

The number of children age 6-21 served under EHA-B decreased 14,327 (-2.7 percent) between 1987-88 and 1988-89 (see table 1.6). The number of students served as mentally retarded has declined steadily since 1976-77. The decrease has averaged 3 percent a year so that, over the period, the number served has decreased by over 36 percent. While there has been considerable speculation as to the reasons for this decrease, as yet no data are available to substantiate any hypothesis.

Several explanations for the decline may exist. Some professionals and parents seek to classify educationally handicapped children as either learning disabled, developmentally delayed, or developmental disabled, rather than mentally retarded. Also, criteria for identification of mental retardation have gradually become more exclusive. For example, in 1973 the American Association on Mental Deficiency lowered the IQ ceiling for mental retardation to 70 IQ points. (Previously, a person with an IQ up to 85 could be classified as mentally retarded). In 1983, the association added, as a co-requisite element in the definition, deficits in adapative behavior. In addition, litigation which stipulated that placement of many minority group children in special classes had been based on discriminatory assessment and classification procedures (such as *Larry P. v. Riles*, 495 F. Supp. 926 (N.D. Cal. 1979, *att'd inpart, rev'd in part*, 793 F. 2d. 969 (9th cir. 1984), has had a major impact on State and local placement practices.

Between 1987-88 and 1988-89, 41 States and Insular Areas reported decreases in the number of mentally retarded children age 6-21 served under EHA-B. New York (-1,846), Puerto Rico (-1,470), Pennsylvania (-1,200), and South Carolina (-1,068) all reported substantial decreases in actual numbers of mentally retarded children and youth. For some jurisdictions, however, the number of children served as mentally retarded increased: Alaska (1,532 or 480.25 percent) and American Samoa (54 or 100 percent) reported the greatest percentage increases.

Seriously Emotionally Disturbed

For the 1988-89 school year, 356,200 children age 6-17 were served under EHA-B and Chapter 1 of ESEA (SOP) in the seriously emotionally disturbed category. Almost 90 percent were served under EHA-B. Slightly less than 1 percent of the national resident population age 6-17 was served as seriously emotionally disturbed; 23 States served a higher proportion. Among States, proportions ranged from slightly over 2 percent in Utah to .04 percent in Mississippi.

Between 1987-88 and 1988-89, there was a slight overall increase in the number of 6-21 year olds served as emotionally disturbed under EHA-B: 2,088 or 0.6 percent (see table 1.6). This small increase is in keeping with the slow growth in the number of students served as emotionally disturbed that has occurred since 1985-86; over the last four school years the increase has been, on average, less than 1 percent. However, since 1976-77, the number of emotionally disturbed students age 3-21 served under EHA-B increased 37.2 percent.

Two States, Florida (1,216) and Texas (1,057), had large increases in the actual numbers of seriously emotionally disturbed children served over the two years. New York (-1,429) and Utah (-1,021) reported sharp decreases in actual numbers of seriously emotionally disturbed children served. Proportionally, the largest decreases occurred in Delaware (-27.6 percent) and the District of Columbia (-26.9 percent) while the greatest increases occurred in Vermont (35.6 percent) and Hawaii (21.1 percent).

Other Handicapping Conditions

The remaining handicapping conditions account for no more than 6.3 percent of all children served under EHA-B and Chapter 1 of ESEA (SOP) in 1988-89. Over 73,000 students were served as multihandicapped under EHA-B and Chapter 1 of ESEA (SOP) on December 1, 1988, while approximately 53,000 were served as hard of hearing and deaf, 46,000 as other health impaired, 43,000 as orthopedically impaired, 21,000 as visually impaired, and 1,200 as deaf-blind (see table 1.4). All of these lower-incidence handicapping conditions, with the exception of the other health impaired, were more likely to be served under Chapter 1 of ESEA (SOP) than were the more commonly occurring conditions (the learning disabled, speech or language impaired, mentally retarded, and emotionally disturbed categories). The proportion of the resident population served was .1 percent or less for all of these conditions except for the multihandicapped (.18 percent) and the hard of hearing and deaf (.13 percent) (see Appendix A, table AA24).

The greatest increases in the percentages of students age 6-21 served under EHA-B from 1987-88 to 1988-89 were for the categories of other health impaired (7.8 percent), deaf-blind (4.2 percent), and multihandicapped (3.5 percent). Smaller increases occurred in the percentage served as hard of hearing and deaf (2.2 percent), orthopedically impaired (2.2 percent), and visually handicapped (1.4 percent). For the category of other health impaired, two States provided services to significantly larger numbers of students with this condition: Texas served an additional 823 students while Washington served an additional 627. Three States largely accounted for the increase in the number of multihandicapped students: Wisconsin, Tennessee, and New Jersey each served over 400 additional multihandicapped students in 1988-89 under EHA-B.

Summary

The number of children birth through age 21 who received special education and related services continued to grow during the 1988-89 school year. The 4,587,370 children served represent a 2.1 percent increase over the number served in 1987-88. Since 1976, data show continuous increases in the number of children who received services under EHA-B and Chapter 1 of ESEA (SOP). Nationwide, 6.7 percent of the general population between the ages of 3 and 21 received special education and related services. The percentage served varied across individual States from a low of 4.0 percent to a high of 10.3 percent. Most students with handicaps served under both programs were between the ages of 6 and 17. However, the number of 3-5 and 18-21 year olds served under EHA-B, the largest program, have increased dramatically over the last few years. Data for the 1988-89 school year demonstrate a national increase in most handicapping categories, except for mental retardation, which has decreased steadily over recent years.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH HANDICAPS

Each year, in accordance with Section 618 of the Education of the Handicapped Act (EHA), the Office of Special Education Programs (OSEP) collects data from States on the number of children with handicaps being served in six different educational environments: regular classroom, resource room, separate classroom, separate day school, residential facility, and homebound/hospital placements.[4] In addition, OSEP collects a duplicated count of the number of handicapped students being served in correctional facilities and parent-initiated private school placements.[5] OSEP defines these educational placements in the following way:

- *Regular class* includes students who receive a majority of their education in a regular class and receive special education and related services for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class as well as children placed in a regular class and receiving special education outside the regular class.

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[4] The State-reported data currently combine students served under Part B of EHA and Chapter 1 of ESEA (State-operated programs). Beginning in 1989-90, placement data for students served under these two laws will be reported separately.

[5] These students are reported twice on the placement form, once by educational placement (e.g., regular class, resource room) and once under counts of correctional facilities or parent-initiated private school placements.

- *Resource room* includes students who receive special education and related services for 60 percent or less of the school day and at least 21 percent of the school day. This may include resource rooms with part-time instruction in the regular class.

- *Separate class* includes students who receive special education and related services for more than 60 percent of the school day and are placed in self-contained special classrooms with part-time instruction in regular class or placed in self-contained classes full-time on a regular school campus.

- *Separate school facility* includes students who receive special education and related services in separate day schools for the handicapped for greater than 50 percent of the school day.

- *Residential facility* includes students who receive education in a public or private residential facility at public expense for greater than 50 percent of the school day.

- *Homebound/hospital environment* includes students placed in and receiving education in hospital or homebound programs.

EHA and the implementing regulations require that students have an individualized education program (IEP) that defines appropriate educational services. An educational placement must be selected from the continuum of placement options to provide the appropriate education in the setting that is least removed from the regular education environment and provides the greatest opportunity for interaction with non-handicapped children. As described earlier, the continuum of educational placements progresses from regular classroom placements, the least restrictive, to residential placements, the most restrictive. Placement patterns with large percentages of students served in less restrictive settings are considered more integrated than placement patterns with fewer students in these settings and more students in segregated facilities.

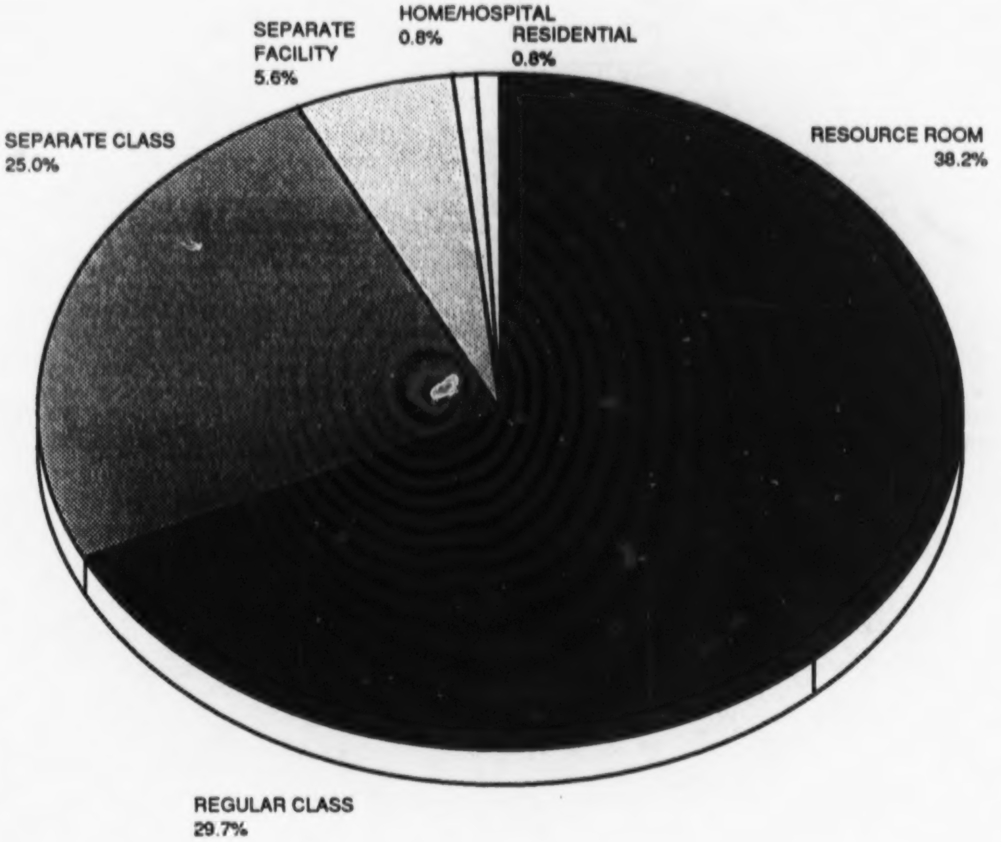
This section presents the 1987-88 State-reported placement data, including variability in placements across ages, handicapping conditions, and States. It then describes a study on State reporting practices that impact on the comparability of the data; the study also identifies practices which, in some cases, obscure the restrictiveness of State placements. The section concludes with OSEP plans for improving data comparability.

1987-88 Placement Data

In 1987-88, 92.9 percent of students with handicaps served under EHA-B and Chapter 1 of ESEA (SOP) between the ages of 3 and 21, received services in regular school buildings, that is, regular classes, resource rooms, or separate classes (see figure 1.4). Specifically, 29.7 percent were served in regular classroom placements, 38.2

FIGURE 1.4

Percentage of All Students with Handicaps Age 3-21 Served in Six Educational Placements



NOTE: Includes data from 50 States and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

percent were served in resource room placements, and 25 percent were served in separate classes in regular school buildings. The majority of the remaining students were served in separate day schools, 5.6 percent. Residential facilities served less than 1 percent of all handicapped students, as did homebound and hospital programs.

The data indicate that educational placements vary substantially depending on the age of the student (see table 1.7). While approximately 40 percent of both 3-5 and 6-11 year olds are served in regular classes, 18.0 percent of 12-17 year olds, and 12.9 percent of 18-21 year olds are served in this setting. Resource room placements serve 14 percent of 3-5 year olds, and 36 to 46 percent of students age 6-21. There was less variation in the percentage of student served in separate classes, with a minimum of 20.6 percent for 6-11 year olds and a maximum of 32.7 percent for 18-21 year olds. Separate school placements were more frequently used for 3-5 (14.8 percent) and 18-21 (14.7 percent) year olds than for 6-11 (3.4 percent) or 12-17 (5.5 percent) year olds. Residential placements were more common for 18-21 year olds (2.9 percent) than for any other age group.

Over all, students age 18-21 receive services in somewhat more restrictive placements than students age 12-17, who in turn have more restrictive placements than students age 6-11. The placement pattern for preschoolers is less straightforward, with relatively large percentages of students in regular classes and separate classes, but relatively few in resource rooms and separate schools. Overall, once children reach elementary school age, placements grow increasingly restrictive with the age of the students. The differing pattern for preschoolers may be related to the handicapping conditions that tend to be identified before age six. However, data on 3-5 year olds are not reported by handicapping condition, prohibiting detailed examination of this placement pattern.

Placements are expected to vary by handicapping condition due to the differing needs of students and the appropriate educational services outlined in the student's IEP. As table 1.8 shows, the proportions of students in different placements vary substantially by handicapping condition.[6] For example, while 94.5 percent of speech impaired students were served in regular classrooms or resource rooms, only 16.1 percent of deaf-blind students received instruction in these integrated settings. The majority (57.6 percent) of mentally retarded students receive instruction in separate classroom settings as do 45.5 percent of multihandicapped students, 34.3 percent of hearing impaired students, and 34.1 percent of emotionally disturbed students. Almost half of deaf-blind students and over a third of multihandicapped students are served in the more restrictive environments, such as separate schools, residential facilities, or home/hospital placements. These placements are very rarely used for learning disabled or speech impaired students.

The national figures reported in figure 1.4 represent the compilation of data submitted to OSEP by SEAs. Not apparent from that figure are large State-to-State differences in the patterns of special education placements. Table 1.9 shows the varying rates at which SEAs reported serving school-age children in separate classes, separate schools, or residential facilities in 1986-87 and 1987-88. These placement rates were calculated by dividing the number of handicapped students in a State in each placement by the State's total same-age resident population and multiplying by one million. Some

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[6] Since placement data are not reported by handicapping condition for 3-5 year olds, discussions of placements by handicapping condition refer only to students age 6-21.

TABLE 1.7

Percentage of Students Age 3-5, 6-11, 12-17, and 18-21 Served in Six Educational Environments: School Year 1987-88

Environment	3-5	6-11	12-17	18-21
Regular class	40.1%	39.7%	18.0%	12.9%
Resource room	14.1	35.7	45.8	35.2
Separate class	28.5	20.6	28.6	32.7
Separate school	14.8	3.4	5.5	14.7
Residential facility	0.5	0.4	1.1	2.9
Home/hospital	2.0	0.3	1.1	1.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.8

Percentage of Children and Youth Age 6-21 Served in Different Educational Environments, by Handicapping Condition: School Year 1987-88

Handicapping Condition	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Home/ Hospital
Learning disabled	17.6%	59.2%	21.7%	1.4%	0.1%	0.1%
Speech impaired	74.8	19.7	3.8	1.5	0.1	0.1
Mentally retarded	5.7	24.0	57.6	11.4	1.0	0.3
Emotionally disturbed	12.6	32.9	34.6	14.3	3.5	2.2
Hard of hearing and deaf	24.4	20.9	35.2	10.8	8.6	0.2
Multihandicapped	6.4	13.3	45.9	27.2	4.0	3.1
Orthopedically impaired	27.8	18.0	31.8	13.2	1.0	8.3
Other health impaired	30.6	20.8	18.7	9.5	0.8	19.6
Visually handicapped	37.7	25.6	20.8	5.4	10.0	0.6
Deaf-blind	8.9	7.2	35.1	21.0	24.2	3.7
All conditions	28.9	40.0	24.7	4.9	0.8	0.7

Notes: Totals include data from the 50 States, District of Columbia, and Puerto Rico.

Educational placements for children ages 3-5 are not reported by handicapping condition.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.9

Placement Rates for Students Served in Separate Classes, Separate Schools, and Residential Facilities Per Million Resident Population: School Years 1986-87 and 1987-88

	Number of States	
Placement and Range	1987-88	1986-87
Separate classes		
0-10,000	5	9
10,001-20,000	26	22
20,001-30,000	12	13
30,001 +	8	7
Separate schools		
0-1,000	13	17
1,001-2,000	12	6
2,001-3,000	9	8
3,001 +	17	19
Residential facilities		
0-1,000	33	32
1,001-2,000	13	15
2,001-3,000	3	3
3,001 +	1	0
Separate classes, separate schools, and residential facilities		
0-10,000	3	8
10,001-15,000	10	5
15,001-20,000	11	15
20,001-25,000	8	11
25,001-30,000	7	4
30,001 +	12	8

Notes: Includes students age 6-17.

Placement rates are missing for Iowa's separate schools and California's residential facilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

States are five to six times as likely as others to educate students in separate classes or separate facilities. Year-to-year comparisons of the placement rates for 1986-87 and 1987-88 show no statistically significant changes in this variability.

Factors Affecting Data Comparability

Many factors may influence the placement of students in a given State, including the percentage of mildly handicapped students classified by the State, the long-time existence of separate facilities for handicapped students in the State, the historic role of private schools in the State, and State special education funding formulas. These factors will result in State-to-State variability in reported placements. Data reporting practices may also influence the patterns of placement that a State reports to OSEP. However, the variability resulting from reporting practices does not reflect variability in actual placements but rather in the way data on placements are counted, compiled, and submitted to OSEP. To examine ways in which State reporting practices may influence reported patterns of special education placement, OSEP contracted with Decision Resources Corporation (DRC) to conduct a study of the State-reported placement data. Data for the study were collected through telephone interviews with nine State special education data managers and feedback from State representatives at OSEP's Fourth Annual Conference on the Management of Federal/State Data Systems. In addition, two State data managers conducted simulations for DRC. According to the study, variation in data reporting can enter the system either through the inclusion or exclusion of students in placement reports or through the placements that are reported. Two specific types of students were identified as potentially problematic with respect to their exclusion from the placement table: (1) students served in correctional facilities and (2) students served in parent-initiated private school placements. In addition, DRC identified three specific causes of variation in placement reports for those students included in the table: (1) varying definitions of educational placements; (2) faulty reporting of placements due to misinterpretation of OSEP instructions; and (3) variation in the interpretation of OSEP decision rules.[7]

Faulty Exclusion of Particular Types of Students

The erroneous inclusion or exclusion of students from the placement table influences a State's reported placement pattern. For example, erroneously excluding students with integrated placements will make the State's placement pattern appear misleadingly restrictive.

Students Served in Correctional Facilities. The reporting of students served in correctional facilities is one of the sources of inclusion/exclusion data problems. States are instructed to report these students in two sections of the OSEP placement table, Section A: Educational Placement of Handicapped Children, and Section B: Handicapped Children Served in Correctional Facilities. Twenty-five of 47 States are reporting these students only in Section B, under the correctional facilities count, erroneously omitting these students from Section A of the placement table.

It is presumed that most handicapped students educated in correctional facilities are in less restrictive placements: regular classroom, resource room, or separate classrooms.

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[7] For the DRC study, all data refer only to students age 6-21.

As long as handicapped and non-handicapped students in correctional facilities are educated together, the educational setting is considered integrated. States that omit handicapped students served in correctional facilities from Section A of their placement table would appear to have a slightly more restrictive placement pattern than if these students were included. Of those SEAs that include students served in correctional facilities in Section B but not in Section A, the total number of students in Section B was 5,687. Assuming that all of these students were actually served in regular classroom settings, the total number of students reported in Section A under regular classroom placements would increase from 1,175,828 to 1,181,515, an increase of .5 percent.[8]

Students Served in Parent-Initiated Private School Placements. Another source of inclusion/exclusion errors are parent-initiated private school placements. These students were not referred to a private school by the district or another agency; their parents chose to enroll them in a private school out of personal preference. Most typical are students who attend parochial school at parent expense and receive publicly funded special education.

Students in parent-initiated private school placements are supposed to appear in two sections of the OSEP placement table, Section A: Educational Placement of Handicapped Children, and Section C: Handicapped Children Served in Private Schools Not Placed or Referred by Public Agencies. Of 47 States, 25 did not include these students in Section A. The omission of these students from Section A makes States appear misleadingly restrictive in their placements.

In 1987-88, 7,446 students were reported in Section C, but not Section A. If all of these students were actually served in regular classroom settings, the total number of children in that setting would increase by .6 percent, from 1,175,828 to 1,183,274.[9]

Misreported Placements

The second point at which variability can enter the data system is in reporting placements for students included in Section A of the placement report.

Varying Definitions. States may define placements differently or use placement categories that differ from OSEP's. For example, 22 of the 46 States either report no students in the regular classroom placement or use a different definition of a regular classroom placement than OSEP. Many of the SEAs that do not use the OSEP definitions or categories have placements defined in State rules or regulations that are different from those of OSEP or have placement options that do not match the OSEP categories. While some of these SEAs are able to manipulate their data to meet the reporting requirements of both State and Federal specifications, others are not. In that case, the SEA either reports that portions of the OSEP data are unavailable or reports figures in the OSEP placement categories that were collected based on alternative definitions.

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[8] In fact, however, some of these students would be served in regular classes, some resource rooms, and some in other settings.

[9] This figure is actually an underestimate of the number of students in parent-initiated private school placements omitted from Section A, because six SEAs did not report these students in either Sections A or C. Therefore, no data were available to estimate the effects of the omission in those States.

One of the most common definitional differences is in the resource room placement. The OSEP definition specifies that students in resource room placements spend between 21 and 60 percent of their time in special education outside of the regular classroom. At least eight States have a 50 percent cutoff rather than OSEP's 60 percent and use the 50 percent cutoff in data collection and reporting.

In order to determine the impact of using the 50 percent cutoff rather than OSEP's 60 percent, two State data managers with individual student record keeping systems ran simulations using their OSEP placement data. The results from the simulations were applied to the data for the eight SEAs using the 50 percent cutoff. Based on this projection, 50,112 of the students 6-21 years old reported nationally in separate classes would have been reported in resource rooms, had the OSEP definitions been used. This would alter the percentage of the nation's students reported being served in resource rooms from 40.0 to 41.2 and the percentage of students reported being served in separate classes from 24.7 to 23.5.

Misinterpretation of Instructions. Some SEAs are making significant errors in their data reporting due to misinterpretation of OSEP instructions. For example, one SEA reports parent-initiated private school placements as private separate day school placements. Although students in parochial schools (the most common form of parent-initiated private school placement) are frequently receiving special education in a regular classroom setting, the State is reporting placements for those students as though they were attending a separate school for the handicapped. This practice makes that State's placement pattern appear extremely restrictive.

Variation in the Interpretation of OSEP Decision Rules. DRC identified several patterns of special education service that did not clearly fit any of the OSEP placement definitions. The OSEP placement definitions combine two distinct elements: the amount of time a student spends in special education, and the environment in which services are provided. There are student placement patterns in which these aspects of the definitions are at odds, either because the time/environment combinations are unusual or multiple environments are used for special education service delivery.

For example, using the OSEP definitions, it is unclear what placement to report for a student who receives special education for over 20 percent of the school day, but remains inside of the regular classroom. The placement could be recorded as either a regular classroom placement or a resource room placement. In this case, 31 of 47 State data managers said they would report a regular classroom placement, nine chose a resource room placement, and seven did not know what placement to report. OSEP has altered the instructions accompanying the placement table in an attempt to clarify this issue (see table 1.10).

As an example of multiple environments, consider a student who lives in a residential facility for the deaf but receives educational services in a separate classroom in a regular public school. Given this student placement pattern, 10 of 47 State data managers said they would report a residential placement, 28 chose a regular school placement, one claimed it depended on the funding of residential services, and eight did not know what placement to report. In these cases, and others described in table 1.10, State and local officials are forced to make a judgment about what placement to report. OSEP is currently developing a data dictionary, a compilation of terms used on OSEP reporting forms and instructions. The dictionary may prove helpful in informing these judgments.

TABLE 1.10

Student Placement Patterns Not Covered by OSEP Decision Rules: Three Examples

Student Placement Pattern and Reported Placement	Number of States Reporting Each Placement
A student receives special education for over 20 percent of the school day, but remains inside the regular class	
Regular class	31*
Resource room	9
Don't know	7
A student lives in a residential facility for the deaf but receives his/her educational services in a regular public school	
Residential	10
Regular school	28*
Depends on funding	1
Don't know	8
A student receives educational services at a facility that has both a residential and a day school, but only attends the day school and does not reside at the facility	
Residential	3
Separate day	39*
Separate class	2
Don't know	3

Note: While there is confusion regarding the reporting of placements in these cases, those placements marked with an asterisk are consistent with OSEP intent.

Source: *Threats to Comparability in OSEP State-Reported Placement Data*, submitted to OSEP by Decision Resources Corporation, Contract Number 300-87-0155, October 4, 1989.

Cumulative Effects of Factors Affecting Data Comparability

With a total of 4,071,463 students age 6-21 reported receiving services in the various educational placements in 1987-88, most of the specific reporting practices uncovered in the DRC study will not substantially alter the national placement percentages shown in figure 1.4. The use of non-uniform placement definitions appears to have the largest single effect, potentially altering the percentage of students reported being served in resource rooms and separate classes by 1.2 percent.

However, there are also some cumulative effects resulting from combinations of practices. Given the statutory requirement for integration, one might expect any bias that existed to lean towards less restrictive settings. However, reporting errors were uncovered that make placements appear more restrictive than they actually are. For example, many SEAs omit students served in correctional facilities and parent-initiated private school placements from Section A of the placement table. The combination of these two omissions totals at least 13,133 students whose placements should be reported in Section A, but are not. If all of these students omitted were served in regular classroom settings, the national percentage of students served in regular classes would increase from 28.9 to 29.2.

Reporting practices had a considerably more significant impact on individual States' reported placements. One SEA omitted 1,004 students served in parent-initiated private school placements and 502 students served in correctional facilities from Section A of its report. This altered that State's placement pattern by 1.6 percent; with a total of 94,412 handicapped students reported in Section A, and 1,506 missing from the Section.

These results include only those effects DRC could quantify. There remain other reporting practices that could affect the placement patterns reported by individual States. Examples include the service delivery patterns not covered in OSEP decision rules described in table 1.10 and the students served in correctional facilities who were omitted from both Sections A and B of the placement table.

Since the majority of the reporting practices identified make placements appear more restrictive than they actually are, many State placement patterns, and the national pattern as well, are probably less restrictive than the State-reported data would imply. However, State variation in reporting practices does not in itself account for the extent to which differences in placements exist among States. It appears that, in addition to variation caused by reporting practices, there remain significant State-to-State differences in the actual use of the various placement options.

Improving the State-Reported Placement Data

OSEP is developing plans to work with States to reduce the effects of erroneous reporting practices on placement reports. OSEP intends to: provide individualized technical assistance to reduce the incidence of misinterpretation of instructions; clarify reporting instructions by defining terms more precisely; distribute and update a data dictionary to include terms that are subject to alternative interpretations; and develop decision rules that cover a wider range of possible student placement patterns. The exclusion of students served in correctional facilities and parent-initiated private school placements is likely to be eliminated over time; the requirements for duplicated counts of these students were only implemented in 1985-86. As States incorporate changes over the next few years, the scope of the problem should diminish.

The use of non-conforming State placement definitions is one of the more difficult issues to address. One strategy is for OSEP to encourage States to move toward individual student record keeping systems that include not only a placement, but a percentage or amount of time in special education outside the regular classroom. This increased specificity would permit States to report accurate data that meet divergent State and Federal data reporting requirements. Otherwise, this widespread problem will continue to jeopardize the comparability of the placement data.

Finally, OSEP will encourage States to use their placement data in the evaluation and planning of special education services. This year, OSEP is providing funds for States to analyze their data and present results at the Fourth Annual Conference on the Management of Federal/State Data Systems, a yearly meeting of State special education data managers and OSEP personnel. In addition, OSEP is encouraging SEAs to examine district-to-district variation in placement reports to further reduce variability due to reporting practices.

Summary

The 1987-88 State-reported data indicate that resource rooms were the most common special education placement for students age 3-21 (38.2 percent). Regular classroom placements (29.7 percent) and separate classes in regular school buildings (25 percent) were also commonly used. Educational placements vary by the age of the students served. Overall, for students age 6-21, older students were more frequently served in more restrictive settings than were younger students. The pattern for preschool students varied from other age groups. Placements also varied a great deal by the handicapping condition of the students served. While 94.5 percent of speech impaired students were served in regular classes or resource rooms, only 16.1 percent of deaf-blind students received instruction in those integrated settings.

Large State-to-State differences exist in the use of the different educational placements. A recent study conducted by DRC for OSEP indicated that only a small percentage of State-to-State differences in educational placements are attributable to disparate reporting practices.

PERSONNEL EMPLOYED, NEEDED, AND TRAINED

In the years following the passage of the EHA-B, the demand for special education personnel has grown, as States and school districts began to deliver increasingly varied and complex services to children with disabilities and to extend services to a wider age range. The EHA Amendments of 1983 provided additional Federal discretionary funding to develop model programs for youths 12-21 years of age, while the 1986 Amendments provided fiscal incentives to offer services to infants, toddlers, and preschoolers. Both statutes increased the demand for highly trained personnel. EHA-B requires OSEP to report to Congress the number of special education teachers and other personnel employed and needed to serve students with handicaps. The number of personnel trained under OSEP's Division of Personnel Preparation (DPP) grants are reported by grantees as required by Section 634, Part D of the EHA. Data are collected by OSEP on individuals trained, receiving degrees, and receiving certification under personnel preparation grants. However, the data cover only a portion of all personnel trained to serve handicapped infants, toddlers, children, and youth with handicaps.

The following section presents State-reported data on personnel employed and needed in the 1987-88 school year. The next section reports on the numbers of special education personnel participating in training programs, supported in whole or in part by DPP grants, in FY 1988.

Personnel Employed

OSEP collects State-reported data on personnel employed to serve special education students as of December 1 of each year. Personnel are counted in full-time equivalents (FTE) according to assignment. Data are collected on the numbers of teachers employed and other personnel who provide services to children and youth with handicaps. For students with handicaps age 6-21, States report numbers of teachers according to the handicapping condition of the students they serve. Since 1987-88, as mandated by the 1986 Amendments to EHA, personnel employed to serve 3-5 year olds are not reported by handicapping condition. OSEP counts non-teaching staff by profession (for example, psychologists, nurses, physical therapists). Table 1.11 shows numbers of students served, teachers employed, and teachers needed by State.

The total number of special education teachers employed to teach all special education students (3-21 under EHA and birth-20 under ESEA, Chapter 1) increased by 838 or 0.3 percent between 1986-87 (296,196) and 1987-88 (297,034). During the same period, the number of children served increased by 72,679 or 1.6 percent. In contrast, between 1985-86 and 1986-87, the number of teachers employed increased by about 4,200.

Table 1.12 shows, for the 1987-88 school year, the number and distribution of special education teachers employed to teach children and youth age 6-21 by handicapping condition. As noted earlier, teachers of preschoolers (ages 3-5) were not counted by handicapping condition. In 1987-88, 12,718 special education teachers were employed to teach these children. For 6-21 year olds, the largest number of teachers (91,212 or 32.1 percent) were employed to teach students with learning disabilities; the second largest number of teachers (50,347 or 17.7 percent) were employed to teach students with mental retardation. States reported that 47,950 or 16.9 percent of special education teachers were employed to teach students in cross-categorical classes, and 28,521 or 10 percent were employed to teach students with emotional disturbances. Teachers employed to teach students with speech and language impairments accounted for 38,846 or 13.7 percent of teachers employed. For 1987-88, States reported that 256,876, or 90.4 percent of all teachers working with students with handicaps age 6-21, were employed in these five categories.[10]

States reported that 240,978 personnel other than teachers were employed in 1987-88, compared to 223,122 in 1986-87, an increase of 8.0 percent (see table 1.13). This figure reverses a decrease of 3 percent in the number of these personnel employed between 1985-86 and 1986-87. Although paraprofessionals (teacher's aides) accounted for 53.4 percent of all personnel other than teachers, the same as for 1986-87, an increase occurred in the actual number employed (from 119,274 to 128,738) between 1986-87 and 1987-88. The number of audiologists jumped 60.9 percent from a small base of 767 to 1,234. In addition, vocational education personnel increased 20.3 percent (from 4,405 to 5,300), and

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[10] Comparisons with the previous year's data cannot be made because 1986-87 data on teachers employed and needed were collected for 3-21 year olds by handicapping condition, whereas 1987-88 data reflects teachers of 6-21 year olds.

TABLE 1.11

Teachers Employed, Teachers Needed, and the Children Served Under EHA-B and Chapter 1 of ESEA (SOP): 1987-88 School Year

State	Children Served	Teachers Employed	Teachers Needed
Alabama	95,130	4,692	571
Alaska	12,845	746	45
Arizona	54,018	3,751	334
Arkansas	47,031	2,730	200
California	410,175	21,846	933
Colorado	52,042	3,573	100
Connecticut	64,441	4,380	209
Delaware	14,623	1,140	36
District of Columbia	7,161	787	86
Florida	194,200	11,597	2,580
Georgia	92,957	6,827	229
Hawaii	11,835	899	42
Idaho	19,136	935	19
Illinois	250,704	21,987	218
Indiana	107,682	4,293	549
Iowa	56,415	4,526	877
Kansas	42,930	3,011	85
Kentucky	76,573	4,501	1,001
Louisiana	68,782	6,077	1,416
Maine	28,193	1,828	302
Maryland	89,892	6,075	119
Massachusetts	145,681	7,785	206
Michigan	161,128	12,028	446
Minnesota	82,967	6,561	541
Mississippi	58,589	3,556	360
Missouri	99,721	6,508	1,227
Montana	15,343	854	60
Nebraska	30,450	1,789	33
Nevada	15,122	1,111	129
New Hampshire	16,755	1,499	292
New Jersey	172,829	13,380	598
New Mexico	31,265	2,718	373
New York	288,363	28,538	4,708
North Carolina	109,276	6,733	3,134
North Dakota	12,483	884	106
Ohio	198,240	11,491	203
Oklahoma	63,735	3,896	380
Oregon	48,382	3,281	323
Pennsylvania	208,518	13,063	1,219
Puerto Rico	37,694	2,235	0
Rhode Island	19,855	1,228	31

Table 1.11 (continued)

State	Children Served	Teachers Employed	Teachers Needed
South Carolina	74,968	4,277	289
South Dakota	14,420	958	160
Tennessee	98,289	4,735	286
Texas	311,459	18,401	1,565
Utah	44,824	1,489	--
Vermont	11,930	737	146
Virginia	105,641	7,246	1,470
Washington	73,613	3,910	152
West Virginia	46,422	3,214	550
Wisconsin	77,968	6,405	649
Wyoming	10,894	137[a]	36[a]
American Samoa	248	32	9
Guam	1,883	153	49
Northern Marianas	804	--	--
Trust Territories	--	--	--
Virgin Islands	1,445	--	--
Bureau of Indian Affairs	6,311	--	95
U.S. and Insular Areas	4,494,280	297,034	29,774
50 States, D.C. and P.R.	4,483,589	296,849	29,621

Notes: The child count figures represent children birth-20 years old served under Chapter 1 of ESEA (SOP) and children 3-21 years old served under EHA-B.

Data as of October 1, 1989.

[a] Wyoming submitted data for teachers employed and needed only for students with speech impairments.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.12

Special Education Teachers Employed to Serve Handicapped Children and Youth Age 6-21: Number and Distribution, School Year 1987-88

Handicapping Condition	Teachers Employed	Percentage of Total Employed
Learning disabled	91,212	32.1
Speech and language impaired	38,846	13.7
Mentally retarded	50,347	17.7
Emotionally disturbed	28,521	10.0
Hard of hearing and deaf	7,857	2.8
Multihandicapped	9,522	3.3
Orthopedically impaired	3,554	1.2
Other health impaired	2,873	1.0
Visually handicapped	3,283	1.2
Deaf-blind	351	0.1
Cross-categorical	47,950	16.9
Total	284,316	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.13

Special Education Personnel Other Than Teachers Employed to Serve Handicapped Children Age 3-21: Number and Percentage Change, School Years 1986-87 and 1987-88

Type of Personnel	1986-87	1987-88	Percentage Change (1986-87 to 1987-88)	Percentage of Total Employed 1987-88
Psychologists	16,728	19,547	16.8	8.1
School social workers	7,657	8,202	7.1	3.4
Occupational therapists	3,533	3,938	11.5	1.6
Audiologists	767	1,234	60.9	0.5
Paraprofessionals	119,274	128,738	7.9	53.4
Vocational education teachers	4,405	5,300	20.3	2.2
Work-study coordinators	1,859	1,836	-1.2	0.8
Physical education coordinators	5,618	5,579	-0.7	2.3
Recreational therapists	530	478	-9.8	0.2
Diagnostic staff	6,349	7,470	17.7	3.1
Supervisors	14,901	15,886	6.6	6.6
Physical therapists	2,617	2,793	6.7	1.2
Counselors	5,647	6,684	18.4	2.8
SEA supervisors	1,361	1,157	-5.0	0.5
Other non-instructional staff[a/]	31,432	32,136	2.2	13.3
Total	223,122[b/]	240,978	8.0	100.0

[a/] Includes staff involved in health services (nurses, psychiatrists, etc.), food services, maintenance, pupil transportation, etc.

[b/] For 1986-87, the total number of personnel employed does not equal the sum of the different types of personnel because Illinois reported 444 'other instructional personnel' employed. There were also slight differences due to rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

counselors increased 18.4 percent (from 5,647 to 6,684). The number of diagnostic staff increased 17.7 percent (from 6,349 to 7,470), while the number of psychologists increased 16.8 percent (from 16,728 to 19,547). Small decreases were noted among the numbers of SEA supervisors (from 1,361 to 1,157), recreational therapists (from 530 to 478), and work-study coordinators (from 1,859 to 1,836) employed. There were also increases from 1986-87 to 1987-88 in the number of paraprofessionals, occupational therapists, and other non-instructional staff employed, the categories of non-instructional staff most needed in 1986-87.

Personnel Needed

Data collected by OSEP each year from the States on personnel needed to serve children with handicaps represent the only national estimates of special education personnel need. Two measurements are used: (1) counts of personnel needed to fill budgeted vacancies, and (2) counts of personnel needed to replace less than fully certified personnel.

Table 1.14 shows the number of special education teachers needed to serve children age 6-21 by handicapping condition during the 1987-88 school year. Counts of teachers needed are reported by handicapping condition for students age 6-21, and staff other than teachers are counted by profession. As is true of the counts of teachers employed, teachers needed for 3-5 year olds are no longer counted by handicapping condition. However, data show 3,121 special education teachers needed to serve 3-5 year olds during the 1987-88 school year. As with teachers and staff employed, staff needed are reported in full-time equivalents (FTEs).

For 1987-88, States and Insular Areas reported that 29,774 additional teachers were needed to fill vacancies and replace uncertified staff for students (3-21 under EHA and birth-20 under ESEA, Chapter 1) with handicaps (table 1.11). While, as we have seen, the number of teachers employed increased by 838 between 1986-87 and 1987-88, the number of teachers needed increased from 26,798 to 29,774, according to State reports (11.1 percent).[11] For 6-21 year olds, the demand was greatest for teachers of students with learning disabilities (7,759 or 29.1 percent), teachers for children served in cross-categorical classes (4,398 or 16.5 percent), students with emotional disturbances (4,388 or 16.5 percent), and students with mental retardation (3,999 or 15.0 percent).

States reported needing 15,571 additional staff other than teachers for the 1987-88 school year, an increase of 27.1 percent over the number needed in 1986-87. (table 1.15). Demand for personnel was greatest in 1987-88 for paraprofessionals (42.5 percent), psychologists (8.5 percent), and other non-instructional staff[12] (10.5 percent). As in 1986-87, States continued to report paraprofessionals and non-instructional staff as most needed.

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[11] Again, comparisons of data across years by handicapping condition cannot be made because of changes in age mandates.

[12] Includes staff involved in health services (nurses, psychiatrists, etc.), food service, maintenance, pupil transportation, etc.

TABLE 1.14

Special Education Teachers Needed to Serve Children
Age 6-21 by Handicapping Condition: Number and
Distribution, School Year 1987-88

Handicapping Condition	Teachers Needed	Percentage of Total Needed
Learning disabled	7,759	29.1
Speech and language impaired	3,598	13.5
Mentally retarded	3,999	15.0
Emotionally disturbed	4,388	16.5
Hard of hearing and deaf	610	2.3
Multihandicapped	776	2.9
Orthopedically impaired	365	1.4
Other health impaired	316	1.2
Visually handicapped	394	1.5
Deaf-blind	50	0.2
Cross-categorical	4,398	16.5
Total	26,653	100.0

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.15

Special Education Personnel Other Than Teachers Needed to Serve Handicapped Children and Youth Age 3-21: Number and Distribution, School Year 1987-88

Type of Personnel	Personnel Needed	Percentage of Total Needed
Psychologists	1,326	8.5
School social workers	728	4.7
Occupational therapists	713	4.6
Audiologists	190	1.2
Paraprofessionals	6,625	42.5
Vocational education teachers	593	3.8
Work-study coordinators	291	1.9
Physical education coordinators	403	2.6
Recreational therapists	67	0.4
Diagnostic staff	680	4.4
Supervisors	700	4.5
Physical therapists	755	4.8
Counselors	763	4.9
SEA supervisors	109	0.7
Other non-instructional staff[a]	1,628	10.5
Total	15,571	100.0

[a] Includes staff involved in health services (nurses, psychiatrists, etc.), food service, maintenance, pupil transportation, etc.

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

OSEP Special Education Personnel Training

The number of training programs has increased significantly over the past three decades largely in response to legal mandates to serve children and youth with handicaps and with the encouragement of supportive Federal programs. Federal involvement in the training of personnel to provide special education and related services began in 1958 with the training of leadership personnel in mental retardation, and has expanded since then to include training of personnel to serve children and youth across the full spectrum of handicapping conditions, and in all types of educational settings. More recently, special education personnel training grants were authorized in 1970 under Part D of the EHA to increase the number of fully qualified personnel available to provide special education and related services. To increase the supply of available special education personnel, OSEP's Division of Personnel Preparation (DPP) provides grants to support personnel training efforts in the nation's colleges and universities. In 1989, $67.095 million were appropriated for 804 grants to fund personnel training efforts. The Special Education Personnel Development program funds appropriate agencies and institutions to increase the quantity and improve the quality of personnel available to educate and provide early intervention services to infants, toddlers, children, and youth with handicaps.

Funding priorities for FY 1989 included the following personnel training programs:

- *Preparation of Special Education Personnel* ($24,084,000; 118 new grants and 196 continuation grants). Grants provide preservice training of personnel for careers in special education of children and youth with disabilities and early intervention for infants and toddlers with disabilities.

- *Preparation of Related Services Personnel* ($5,603,000; 31 new grants and 50 continuation grants). Grants support the preservice preparation of individuals who provide developmental, corrective, and other supportive services which may be required to assist a child or youth with a disability to benefit from special education.

- *Preparation of Leadership Personnel* ($5,935,000; 29 new grants and 39 continuation grants). Grants support doctoral and postdoctoral level training for personnel such as teacher educators, researchers, and/or administrators.

- *Special Projects* ($4,821,000; 22 new grants and 35 continuation grants). Grants support the development, evaluation, and distribution of new techniques and materials for training of personnel in special education, related services, and early intervention disciplines.

- *Parent Organization Projects* ($6,219,000; 36 new grants and 15 continuation grants). Grants provide support for parent training and information services designed to assist parents to become more involved in the provision of educational services to their children with disabilities.

- *State Education Agency Program* ($5,846,000; 32 new grants and 24 continuation grants). Grants to State education agencies support preservice and inservice training of personnel to serve infants, toddlers, children and youth with disabilities. Training must be consistent with the needs identified in State Comprehensive Systems of Personnel Development.

- *State Education Agency/Institute of Higher Education* ($724,000; 10 continuation grants). These grants support State Educational Agencies in establishing and maintaining directly or through grants to institutions of higher education, programs for the preservice and inservice training of personnel to serve handicapped infants, toddlers, children and youth, or supervisors of such staff, consistent with the personnel needs identified in the States' Comprehensive System of Personnel Development (CSPD).

- *Preparation of Personnel to Provide Early Intervention Service to Infants and Toddlers with Handicaps* ($3,731,000; 24 new grants and 26 continuation grants). This program supports the preservice preparation of personnel who will serve infants and toddlers who are either handicapped or at high risk of being handicapped, or both.

- *Preparation of Personnel to Work in Rural Areas* ($2,279,000; 11 new grants and 20 continuation grants). These grants are intended to increase the supply of special education, related services, and early intervention personnel for service in a variety of rural specific roles with parents, peers, administrators, and students with handicaps.

- *Preparation of Personnel for Special Populations of Infants, Toddlers, Children, and Youth with Handicaps* ($3,451,000; 24 new grants and 24 continuation grants). These projects support the preservice training of personnel to meet the needs of special populations including minorities.

- *Preparation of Transition Personnel* ($2,224,000; 7 new grants and 19 continuation grants). Grants support the preservice preparation of special education and related services personnel, including secondary school teachers, who are preparing youth with disabilities to meet adult roles.

- *Technical Assistance to Parent Organizations* ($935,000; 1 continuation contract). This contract provides technical assistance in establishing, developing, and coordinating parent training and information programs.

- *Preparation of Personnel to Work With Students With Low Incidence Handicapping Conditions* ($776,000; 11 new grants). Grants support preservice preparation of special educators and early intervention personnel who serve infants, toddlers, children, and youth with low incidence physical or mental problems, including deaf-blindness or other multiple handicaps, deafness, blindness, and other health impairments.

OSEP/DPP establishes grant priorities to support training for personnel in areas of critical present and projected need based on State-reported information. Personnel training awards are based on identified regional, State, and national shortages. The Office of Special Education Programs reviews personnel training proposals, and awards grants on the basis of need, technical merit, and capacity to train qualified staff; grants are awarded competitively.

Grantees awarded training funds for FY 1988, and completing one full yearly budget cycle were asked to provide information on the number of individuals trained; approximately 85 percent of the grantees[13] responded. Data obtained from grantees (i.e., colleges and universities) show 15,906 persons enrolled as part-time or full-time students in preservice training funded by OSEP in FY 1988. The largest portion (21 percent) trained were in programs for cross-categorical educators; other non-instructional staff[14] accounted for 17.8 percent of the total. Teachers of students with learning disabilities accounted for 8.6 percent, while speech/language pathologists, accounted for 9.5 percent (see table 1.16.)

In FY 1988, respondents indicated that 3,174 students received degrees in programs funded in part by OSEP (see table 1.17). The largest number were trainees in programs for cross-categorical educators (20.1 percent), followed by speech/language pathologists (14.9 percent), other non-instructional staff (12.2 percent), and teachers for students with learning disabilities (10.2 percent).

In FY 1988, respondents indicated that 3,734 students whose training was supported in part by DPP grants received or were recommended for State or professional certification (see table 1.18).[15] The largest portion were trained as cross-categorical educators (19.1 percent), followed by other non-instructional staff (17.2 percent), teachers of students with learning disabilities (11.1 percent), and speech/language pathologists (9.4 percent).

Personnel training data for FY 1988 show general consistency among individuals trained, receiving degrees, and receiving certification under personnel preparation grants. The largest portions were trained in cross-categorical programs, as other non-instructional

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[13] Comparisons of 1987 and 1988 personnel training data are not presented, as the representativeness of the responding grantees is unknown for the 1988 data.

[14] Other non-instructional staff includes such varied personnel as nurses, interpreters, bus drivers and medical personnel. It should be noted that some training projects prepare personnel for employment in programs characterized by strong interaction with medical, educational, and related services communities. Such projects may count these trainees as medical personnel, but the term as it is used here does not include medical doctors.

[15] For a variety of reasons, the numbers of students receiving preservice training, degrees, and professional certification are different: some students leave programs before completing all work, some decide not to apply for certification, some fail to complete all requirements for certification after receiving a degree.

TABLE 1.16

Full- and Part-Time Students Enrolled in Preservice Training Funded by DPP: Number and Distribution, FY 1988

Type of Training	Number of Students	Percentage of All DPP-Funded Students
Audiologist	239	1.5
Adaptive physical education	473	3.0
Cross-categorical education	3,340	21.0
Deaf education	342	2.1
Deaf-blind education	90	0.6
Emotionally disturbed education	772	4.8
Hard of hearing education	61	0.4
Learning disabled education	1,376	8.6
Mentally retarded education	1,339	8.4
Multihandicapped education	446	2.8
Occupational therapist	221	1.4
Orthopedically impaired education	39	0.2
Other health impaired education	185	1.1
Physical therapist	215	1.3
Psychologist	343	2.2
School social worker	61	0.4
Speech language pathologist	1,517	9.5
Supervisory administrator	285	1.8
Therapeutic recreation therapist	189	1.2
Paraprofessional	1,051	6.6
Visually handicapped education	386	2.4
Vocational education	105	0.7
Other personnel[a]	2,831	17.8
Total	15,906	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE 1.17

Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1988

Type of Training	Number of Students	Percentage of All DPP-Funded Students	Number of Doctoral Students	Percentage of All DPP-Funded Doctoral Students
Audiologist	68	2.1	5	4.0
Adaptive physical education	76	2.4	4	3.2
Cross-categorical education	638	20.1	31	24.7
Deaf education	115	3.6	3	2.4
Deaf-blind education	13	0.4	2	1.6
Emotionally disturbed education	239	7.5	7	5.6
Hard of hearing education	23	0.7	0	0
Learning disabled education	325	10.2	18	14.3
Mentally retarded education	247	7.8	7	5.6
Multihandicapped education	123	3.9	2	1.6
Occupational therapist	111	3.5	3	2.4
Orthopedically impaired education	6	0.2	1	.8
Other health impaired education	6	0.2	0	--
Physical therapist	75	2.4	0	--
Psychologist	52	1.6	8	6.3
School social worker	21	0.7	0	--
Speech language pathologist	473	14.9	10	7.9
Supervisory administrator	34	1.1	7	5.6
Therapeutic recreation therapist	44	1.4	0	--
Paraprofessional	15	0.5	0	--
Visually handicapped education	76	2.4	2	1.6
Vocational education	8	0.2	1	.8
Other personnel[a]	386	12.2	15	11.9
Total	3,174	100.0	126	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE 1.18

State or Professional Certifications Received in Programs Funded by DPP Grants: Number and Distribution, FY 1988

Type of Training	Number of Students	Percentage of All DPP-Funded Students
Audiologist	59	1.6
Adaptive physical education	108	2.9
Cross-categorical education	712	19.1
Deaf education	123	3.3
Deaf-blind education	32	0.9
Emotionally disturbed education	297	7.9
Hard of hearing education	27	0.7
Learning disabled education	413	11.1
Mentally retarded education	301	8.1
Multihandicapped education	134	3.6
Occupational therapist	78	2.1
Orthopedically impaired education	13	0.3
Other health impaired education	68	1.8
Physical therapist	12	0.3
Psychologist	57	1.5
School social worker	17	0.5
Speech language pathologist	353	9.4
Supervisory administrator	65	1.7
Therapeutic recreation therapist	49	1.3
Paraprofessional	28	0.7
Visually handicapped education	118	3.2
Vocational education	27	0.7
Other personnel[b]	643	17.2
Total	3,734	100.0

[a] Includes students who received or were recommended for certification.

[b] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

staff (e.g., medical personnel, nurses, interpreters, and bus drivers), and as teachers serving the largest numbers of children and youth with handicaps (i.e., learning disabilities and speech and language disabilities).

Summary

State counts indicate that an equivalent of 297,034 full-time special education teachers were employed in all the States and Insular areas during the 1987-88 school year. This figure represents an increase of 838 teachers or 0.3 percent from the 1986-87 school year; however, the numbers of handicapped children receiving services increased by 72,679 or 1.6 percent over the same two years. States and Insular areas, however, reported needing 29,774 additional teachers to fill vacancies or to replace uncertified staff. Among all teachers needed, 29.1 percent were for teachers of students with learning disabilities. States reported an 8.0 percent increase in employment for staff other than teachers in special education programs for the 1987-88 school year. States and Insular Areas also reported needing 15,571 additional nonteaching staff. The most critical needs were for paraprofessionals, psychologists, therapists, and counselors.

In FY 1988, OSEP's Division of Personnel Preparation (DPP) provided training grants to colleges and universities to increase available special education personnel; based on reports from 85 percent of grantees, these funds supported part-time or full-time preservice training for 15,906 persons. The 29 (FY 1988) leadership personnel grants provided by DPP trained 154 students in doctoral level training programs. Personnel training data for 1987-88 show consistency among individuals trained, receiving degrees, and receiving certification under personnel preparation grants in that the largest portions were being trained as cross-categorical educators, other non-instructional staff (i.e., medical personnel, nurses, bus drivers, interpreters), and teachers of learning disabled and speech and language impaired students.

The demand for special education personnel has grown in the years following the passage of EHA-B, as States and school districts deliver increasingly varied services to school-aged children and extend services to younger and older children with disabilities. The need continues for more and better trained personnel throughout the country to serve infants and toddlers who are handicapped, youth who are making a transition from school to the world of work, and minority children and youth who have handicaps. State data on personnel employed and needed show a priority need for more special education teachers and other staff.

CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH HANDICAPS

P.L. 99-457, the 1986 amendments to the Education of the Handicapped Act (EHA), addresses the needs of young children with handicaps through two programs: the Handicapped Infants and Toddlers Program for children birth through age 2, and the Preschool Grants Program for 3-5 year olds. Together these two programs represent an important effort to expand the scope of services available to the nation's youngest children with disabilities and their families. Both programs have a phase-in period to provide States several years to build or improve their system of service delivery for young children. Federal fiscal year 1989 was the third year for which funds were appropriated for both the Handicapped Infants and Toddlers Program and the Preschool Grants Program.[1]

The Handicapped Infants and Toddlers Program, Part H of the EHA, provides funds to assist States in planning, developing, and implementing an interagency system of early intervention services for handicapped infants, toddlers and their families. Systems are to be statewide, comprehensive, coordinated, and multidisciplinary. State and local agencies face a variety of issues as they begin to set in place the service delivery system envisioned in Part H. Issues concern eligibility requirements, personnel, funding, determination of families' needs and strengths, procedural safeguards, and transition from Part H services to programs for preschoolers. As Trohanis (1989) points out, successful implementation will require cooperation across all levels of government as well as between the public and private sectors.

The Preschool Grants Program, Section 619 of Part B, is designed to ensure the availability of a free appropriate public education (FAPE) for all children age 3-5 with handicaps. The legislation contains both financial incentives and financial sanctions to encourage States to expand services to this age group. Because the Preschool Grants Program is under Part B of the EHA, the same regulations that govern the provision of special education and related services to school-age children apply to children age 3-5. The provision of services to preschoolers, however, raises its own special set of challenges because of the unique developmental needs of young children and because many schools have not traditionally provided educational programs for this age group.

The intent of this chapter is to describe activities at both the Federal and State level that were carried out during the second year of the phase-in for both of these early childhood programs. These activities included program planning and development, administration, and implementation. The chapter first discusses planning and implementation for infants, toddlers, and their families under Part H. It then describes activities being undertaken to provide special education and related services to children with handicaps age 3-5. The chapter closes with a discussion of technical assistance activities that are underway to help State and local agencies in providing services for young children with special needs. Let us note, however, that this chapter describes only some of the myriad of activities that have taken place at the Federal, State, and local level to implement this legislation. We have neither the data nor the space to address all the questions that might be raised. Instead, we present selected examples of what agencies have been doing, the challenges they are facing, and possible solutions.

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[1] Both programs are forward-funded. The FY 1989 appropriation is intended for use by States in FY 1990.

PROGRESS IN IMPLEMENTING PART H

Part H requirements are being phased in over a five year period (FY 1987 through FY 1991). In order to receive funds under the program for the first and second years (FY 1987 and FY 1988), States and other eligible entities (i.e., territories and the Bureau of Indian Affairs) were required to provide assurances that funds awarded under Part H would be used to assist in planning, developing, and implementing a statewide system of early intervention services. States also had to designate a lead agency responsible for the administration of Part H funds and establish an Interagency Coordinating Council. For the third year of participation, States must also demonstrate that they have adopted a policy that incorporates all of the components of a statewide system (see table 2.1) or obtain a waiver from the Secretary of Education. For the fourth year, States must have the statewide system in place; however, a State need only conduct multidisciplinary assessments, develop individualized family service plans, and provide case management services. In order to be eligible for a grant for the fifth or any succeeding year, States must demonstrate that appropriate early intervention services are available to all infants and toddlers with handicaps and provide a description of services. The regulations governing the Part H program were published on June 22, 1989.

The Congress appropriated $50 million for Part H in FY 1987 to be used in FY 1988 and $67.018 million in FY 1988 to be used in FY 1989. All States participated in the Handicapped Infants and Toddlers Program during its first two years.

Third Year Participation

The Congressional appropriation for Part H for FY 1989 was $69.831 million. As stated earlier, to obtain funds for the third year of the program (October 1, 1989 to September 30, 1990), a State had to have met the requirements for the first two years and provide certain information. Applications contained either (1) information and assurances concerning the State's policy on a system of early intervention services, or else (2) a request for a waiver. To comply with the legislation, a State participating for the third year had to provide assurances that it has adopted a policy to plan, develop and implement a statewide, comprehensive, coordinated, interagency, multidisciplinary system for providing early intervention services. The policy also had to incorporate the required 14 components of a statewide system (see table 2.1). States also had to provide assurances that the system would be in place no later than the beginning of the fourth year of participation (except that the State need only conduct multidisciplinary assessments, develop individualized family service plans, and provide case management services). States requesting a waiver must have a policy in effect no later than the beginning of their fourth year of participation.

TABLE 2.1

Fourteen Components of a Statewide System of Early Intervention Services for Handicapped Infants and Toddlers Under 1986 Amendments to EHA

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1. Definition of developmentally delayed.
2. Timetable for serving all in need in the State.
3. Comprehensive multidisciplinary evaluation of needs of children and families.
4. Individualized family service plan and case management services.
5. Child find and referral system.
6. Public awareness.
7. Central directory of services, resources, experts, research, and demonstration projects.
8. Comprehensive system of personnel development.
9. Single line of authority in a lead agency designated or established by the governor for implementation of:
    - a. general administration and supervision;
    - b. identification and coordination of all available resources;
    - c. assignment of financial responsibility to the appropriate agency;
    - d. procedures to ensure the provision of services and to resolve intra- and interagency disputes; and
    - e. entry into formal interagency agreements.
10. Policy pertaining to contracting or making arrangements with local service providers.
11. Procedure for timely reimbursement of funds.
12. Procedural safeguards.
13. Policies and procedures for personnel standards.
14. System for compiling data on the early intervention programs.

Source: Summarized from EHA, Part H.

State applications for the third year of the Part H program have continued to arrive throughout the fall and winter of 1989. As of January 1, 1990, a total of 48 applications had been received. Of these, 32 (or 67 percent) of the States and territories had provided assurances about their statewide system while the remainder requested a waiver. Table 2.2 shows State by State the designation of the lead agency and the application status for the third year of the program.

The policies submitted by States vary in their specificity. Some States have adopted a general policy of intent to establish a system of early intervention services. Others have developed separate policies for each of the components. For example, West Virginia's policies are incorporated into a framework that includes the policy, the purpose, procedures, and guidelines. For multidisciplinary evaluation and assessment of needs of children and families (point 3 on table 2.1), West Virginia's policy addresses issues such as (1) written procedures for assessment and reevaluation for each provider, (2) a description of assessment instruments, (3) written permission from parents, (4) components of the assessment, and (5) development of a summary report.

The amount of each State's Part H grant is based on the number of infants and toddlers residing in the State. The Part H awards, which ranged from $341,396 to $8,568,064 are shown in Appendix A, table AG1.[2] An award is not released until a State's application is approved.

States that requested a waiver were required (1) to indicate why they were unable to meet the timeline for policy adoption and (2) to identify the steps remaining before the policy will be adopted. States indicated a variety of reasons for requesting waivers. Some had not yet made sufficient progress in the development of a comprehensive system of early intervention services to develop a policy. Some States had made substantial progress in developing a statewide system, but requested a waiver because they were awaiting State legislation mandating services to infants and toddlers. Some had not yet been able to obtain necessary agreement across State agencies or branches of State government.

This variety of reasons indicates that a request for a waiver should not be taken to mean that a State will not be able to meet the Part H timelines. For some States this may be true, but for the majority, the waiver request seemed to indicate that the State needed more time to respond to the unique conditions in each State that affect policy formation. Some States have even gone beyond the requirements of Part H at this point, by developing a statewide service delivery system. For instance, Rhode Island, which requested a waiver, views P.L. 99-457 as an opportunity to promote the health, well-being, and developmental competence of *all* young children. To that end, Rhode Island is implementing a general Family Support Program that includes periodic and systematic screening, support, and intervention services, and a mechanism for matching needs to community-based services.

Number of Infants and Toddlers Being Served

Two important questions for policy makers at both the State and Federal level are:

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[2] No State can receive less than 0.5 percent of the funds allocated to States; i.e., 0.5 percent equals $341,396 which was the smallest award.

TABLE 2.2

Part H Lead Agencies and Third Year Application Status

State	Lead Agency	Year 3 Application[a]
Alabama	Department of Education	P
Alaska	Department of Health and Social Services	P
Arizona	Department of Economic Security	W
Arkansas	Department of Human Services	P
California	Department of Developmental Services	NS
Colorado	Department of Education	W
Connecticut	Department of Education	W
Delaware	Department of Public Instruction	W
District of Columbia	Department of Human Services	P
Florida	Department of Education	NS
Georgia	Department of Human Resources	P
Hawaii	Department of Health	P
Idaho	Department of Health and Welfare	W
Illinois	Board of Education	P
Indiana	Department of Mental Health	P
Iowa	Department of Education	P
Kansas	Department of Health and Environment	P
Kentucky	Cabinet for Human Resources	P
Louisiana	Department of Education	W
Maine	Interdepartmental Coordinating Committee for Preschool Handicapped Children	W
Maryland	Department of Education	P
Massachusetts	Department of Public Health	P
Michigan	Department of Education	P
Minnesota	Department of Education	P
Mississippi	Board of Health	NS
Missouri	Department of Education	W
Montana	Department of Social and Rehabilitation Services	W
Nebraska	Department of Education	P
Nevada	Department of Human Resources	P
New Hampshire	Department of Education	NS
New Jersey	Department of Education	NS
New Mexico	Health and Environment Department	W
New York	Department of Health	NS
North Carolina	Department of Human Services	P
North Dakota	Department of Health	P
Ohio	Deaprtment of Health	P
Oklahoma	Department of Education	W
Oregon	Department of Human Resources	NS
Pennsylvania	Department of Public Welfare	P
Rhode Island	Interagency Coordinating Council	W
South Carolina	Department of Health and Environmental Control	P
South Dakota	Department of Education and Cultural Affairs	P
Tennessee	Department of Education	P
Texas	Interagency Council on Early Childhood Intervention	P
Utah	Department of Health	NS
Vermont	Department of Education	P
Virginia	Department of Mental Health, Mental Retardation and Substance Abuse Service	W
Washington	Department of Social and Health Services	P
West Virginia	Department of Health and Human Services	W
Wisconsin	Department of Health and Social Services	P
Wyoming	Department of Health and Social Services	W
American Samoa	Department of Health	P
Bureau of Indian Affairs	Office of Indian Education Programs	NS
Guam	Department of Education	P
Mariana Islands	Department of Education	W
Puerto Rico	Department of Health	P
Virgin Islands	Department of Health	P

[a] P = Policy statement submitted.
W = Waiver requested.
NS = Not submitted as of January 1, 1990.

Source: U.S. Department of Education, Office of Special Education Programs.

- How many infants and toddlers are currently receiving early intervention services?

- How many more will be eligible for services when Part H is fully implemented?

Both questions are difficult to answer with any certainty at this point.

As to the first question, States are still in the process of building data systems that will allow them to produce an unduplicated count of the number of infants and toddlers they are serving. To produce an unduplicated count of children will require close coordination across agencies. While individual agencies can count their clients, there is no mechanism in place to identify which children appear in the client counts of more than one agency. The development of a data system is component 14 of an early intervention system (see table 2.1) and States have one more year of the phase-in period in which to develop their system.

Since we do not have a very precise estimate of the number of infants and toddlers currently receiving services, it also becomes difficult to make accurate projections. Moreover, the law provides States latitude in defining their eligible population, making projections even more problematic. The number of infants and toddlers served under Part H will be directly related to the inclusiveness (or restrictiveness) of a State's definition of developmentally delayed, and how many categories of at-risk children States elect to include. Some States are still in the process of defining their eligible populations.

To determine the number of infants and toddlers currently receiving early intervention services, OSEP collected data from the States on infants and toddlers served in (1) Chapter 1 of ESEA (SOP) programs or (2) in any other type of early intervention program. States are required to submit a count of infants and toddlers served under ESEA (SOP) to receive Federal funding for these children. The second count was voluntary; States that had data systems in place and could submit these data were asked to do so.

States reported to OSEP that in December 1988, they were serving 34,412 infants and toddlers with handicaps (age 2 years or younger) through ESEA (SOP) (see Appendix A, table AA5). This number represented an increase of 4,684 (or 15.8 percent) over the number of infants and toddlers reported in 1987 (which was the first year ESEA (SOP) data were collected by age of the child). States varied greatly in the use of ESEA (SOP) to serve infants and toddlers in 1988-89. Massachusetts served 4,451 infants and toddlers or 1.8 percent of its population age 2 years and younger through Chapter 1. New York served 4,605 infants and toddlers with handicaps, or .59 percent of its population age 2 years and younger. Nine States (Alabama, District of Columbia, Hawaii, Indiana, Illinois, Maine, New Hampshire, Ohio, and South Carolina) served no children younger than age 3 with ESEA (SOP) Handicapped funds.

OSEP also requested that States voluntarily submit the number of infants and toddlers with handicaps they were serving in December 1988 in programs *other* than ESEA (SOP). Thirty-eight of the 50 States reported data on these infants and toddlers. A total of 55,591 infants and toddlers were served in the 38 States reporting. A number of States indicated that these counts were the best they could do at the time, but may not be completely accurate. Factors producing errors in the data include double counting of a child by more than one agency (leading to an inflated count) or an inability of certain agencies or regions to report on their clients (leading to an inaccurately low count).

States reported serving between .32 percent and 6.15 percent of their general population age two years and younger in early intervention programs in 1988-89 based on the two counts of infants and toddlers submitted to OSEP, the ESEA (SOP) count and the voluntary count. These percentages were calculated by adding the two counts of infants and toddlers served, and dividing that total by the number of children age 2 years and younger in the State. The overall percentage across the States reporting both counts was 1.14 percent. Multiplying this percentage by the total number of children age 2 years and younger in the United States (1.14 percent times 11,172,000[3]) produces an estimate of approximately 128,000 infants and toddlers served nationally in 1988. There are several potential sources of error in this overall estimate. First, as mentioned earlier, most States are having difficulties in accurately counting the children they currently serve. Second, a number of the States that did not report data may not resemble those that did in the percentage of children served.

Status of Implementation

How much progress are States making toward developing a comprehensive system of early intervention services? What are some of the challenges States are facing? We explore those questions in the pages that follow.

Coordinating Councils

A crucial first step towards translating Part H into specific policies and programs for infants and toddlers with handicaps and their families has been the formation of Interagency Coordinating Councils (ICCs). These councils exist at the State, Federal, and, in some places, at the local level to guide the planning for the provision of early intervention services.

Part H requires that each State establish a 15-member ICC. Each ICC is to be made up of parents, service providers, representatives of agencies involved in the provision of services, a representative from the State legislature, and a person involved in personnel preparation. Many ICCs have established subcommittees responsible for specific tasks. In Hawaii, six working committees (Executive, Community Services, Identification, Parent-Professional Partnership, Personnel, and Public Awareness) have been assisting the ICC in developing a statewide system. The ICCs have undertaken a variety of activities as States move to develop policies for the implementation of Part H. In Colorado, the ICC set six priorities leading to a comprehensive system of services. These priorities included defining values, establishing eligibility criteria, ensuring that all children with special needs are identified, establishing the process to be followed in developing the Individualized Family Service Plan, and implementing a public awareness campaign.[4]

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[3] U.S. Census Bureau, July 1988.

[4] The Colorado ICC also developed a publication to report on their work, entitled *Creating Desirable Futures for Colorado's Young Children and Their Families*. The publication describes the work of the ICC as it relates to the experiences of four families of young children with disabilities.

In October 1987, a Federal counterpart to the States' ICCs was established. Members on the Federal ICC represent the numerous Federal agencies[5] involved in the provision of services to very young children with handicaps. Additionally in 1989, the FICC added parent representation. The purpose of the FICC is to ensure coordination of Federal programs and to facilitate the delivery of early intervention services. *Interagency Collaboration in the Implementation of the Federal Part H Program for Infants and Toddlers with Handicaps*, a 1989 FICC report, identified as two of the most serious challenges confronting State planners: (1) the development of interagency initiatives and (2) the delineation of effective relationships between Lead Agencies and ICCs. The report also identified four substantive issues that have emerged from State planning initiatives. The issues include:

- The need to create conditions within organizations and to establish person-to-person relationships suitable to accomplish interagency objectives.
- The need to involve all major segments of the community in the planning and development process.
- The need for the ICC and the Lead Agency to share authority for interagency policy decisions.
- An awareness that activities among State agencies create conditions at the local level that enable (or impair) collaborative interagency delivery of services.

A number of States have begun establishing local councils to address the problems of interagency collaboration at the local level. For example, in Louisiana, the Part H State staff organized eight Regional Councils. Public forums were held in the regions to form these Councils. The Regional Councils are composed of 11 members including parents, a legislator, and representatives of agencies involved in early intervention. The Regional Councils are designed to give some decision-making power to the local level. A major portion of Louisiana's third year Part H grant funds are being awarded to the regions according to a formula based on Census figures. The Regional Councils then have the power to determine the use of these funds within the context of the priorities established by the State.

Overall Status of Policy Development for the 14 Components

As explained earlier, to participate in the third year of the Part H program, States had to develop a policy that incorporates the required 14 components of an early intervention system. To assess State progress over time in the areas of policy development, approval, and implementation, the Carolina Policy Studies Program (CPSP) at the University of North Carolina developed a scale for rating progress with regard to each of the components (Harbin, Gallagher, and Lillie, 1989). The Part H Coordinator in each State completed this scale for the first time between January and April of 1989. These data will serve as baseline information against which to measure progress as the scale is administered again in future years.

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[5] Federal agencies currently represented on the FICC include: the Office of Special Education and Rehabilitation Services (the Office of Special Education Programs, the National Institute for Disability and Rehabilitation Research), the Bureau of Maternal and Child Health, the Office of Human Development (the Administration on Developmental Disabilities, the Administration for Children, Youth and Families), the National Institute of Mental Health, and the Health Care Financing Administration.

The CPSP findings show that States had made more progress in some of the components than in others. Figure 2.1 shows the status of policy development and approval for each of the components at that time. This picture is constantly changing as States continue to work on all of the components. The CPSP data are helpful, however, in showing the order in which States approached the components as they began the process of policy development.

States reported making the most progress in developing a definition of "developmentally delayed." Twenty-two of the 47 States responding reported that they had completed or nearly completed this task. Ten States reported that their definition had been approved or nearly approved. Other areas in which States had made early progress were developing procedures for contracting for services and developing a central directory of services. Areas in which States reported they had made the least progress as of early 1989 included assigning financial responsibility, developing a comprehensive system of personnel development, developing procedures for resolving interagency disputes, and developing policies for timely reimbursement.

Identifying the Eligible Population

One of the key tasks facing States is the development of criteria for determining who will be served under Part H. States must serve developmentally delayed infants and toddlers. They must also serve those who have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. At a State's discretion, it may also serve children who are at risk of having developmental delays if early intervention services are not provided. If a State elects to serve at-risk children, it must also determine what criteria will be used in determining risk. The State of Maryland, for example, has adopted a definition for "infants and toddlers with handicaps" which includes three categories of children age 2 and younger: (1) children who are experiencing developmental delays or disordered behaviors in one or more developmental areas; or (2) children who have a physical or mental condition with a high probability of resulting in developmental delay; or (3) children who manifest atypical development or behavior. Maryland also developed a clarification paper on the criteria for atypical infants.

One aspect of determining the State's eligible population is the development of a definition of "developmental delay," a task which each State must do. In July of 1989, the Carolina Policy Studies Program (CPSP) conducted an analysis of the working definitions of 37 States (Harbin, Terry, and Daguio, 1989). The CPSP analysis indicated that States intend to use a variety of criteria for determining developmental delay. The most frequent kinds of criteria were (1) percent delay (e.g., 20 percent delay in one or more developmental areas;[6] 25 States), (2) delay as indicated by standard deviation (e.g.,

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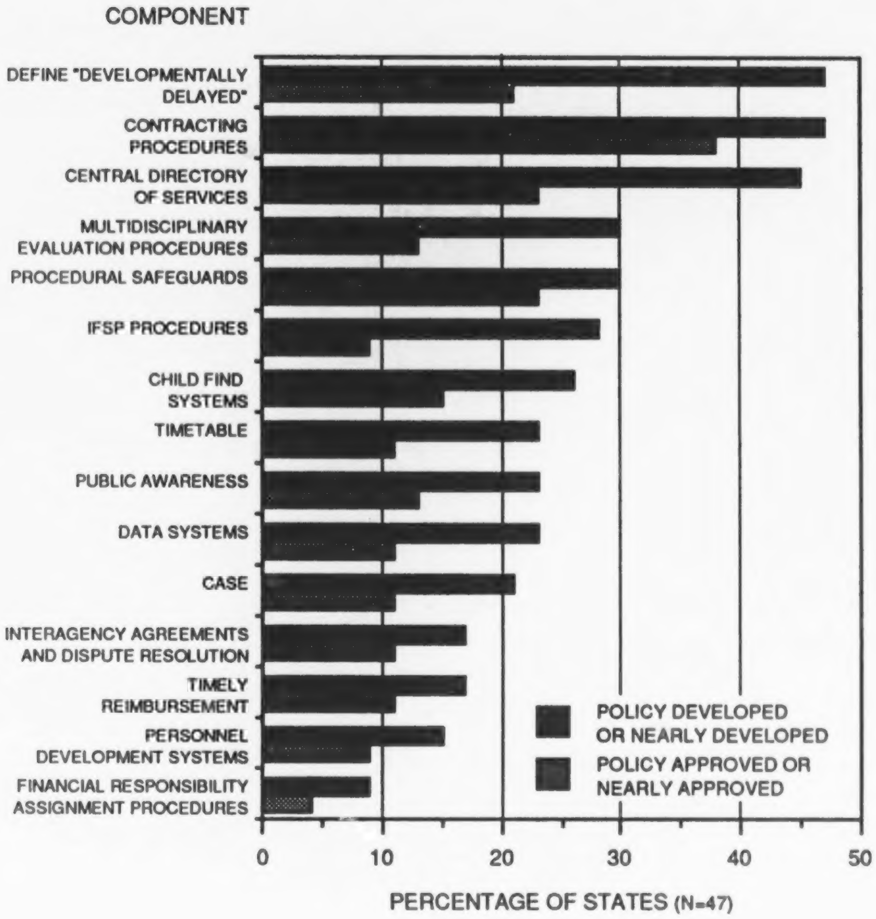
[6] For example, a 12 month old whose motor skills resemble those of a normal 6 month old is 50 percent delayed in motor development.

FIGURE 2.1

State Progress on Selected Components of an Early Intervention System, April 1989



SOURCE: Harbin, Gallagher and Lillie, 1989.

1 standard deviation delay in one or more developmental areas; 13 States),[7] and (3) delay as indicated by atypical development in observable behaviors (7 States). Seven States had not indicated criteria in their definitions.

The State definitions did not agree as to what physical and mental conditions have a high probability of resulting in a developmental delay (infants and toddlers who *must* be served under Part H) as contrasted with biological or environmental risk (infants and toddlers who *may* be served at a State's discretion). There was also much variation among the States in the identification of biological or environmental criteria which place an infant or toddler at risk. (Twenty-four of the 37 States included biologically at risk children in their preliminary definitions, while 21 included environmentally at risk.) States identified over 70 different environmental and biological criteria to be used. Examples of such indicators include low birthweight, neonatal seizures, history of maternal substance abuse, parental age less than 15 years old, and poor parent-infant attachment. Many States' definitions indicated they intended to base eligibility on the presence of a single biological or environmental factor, although this practice would be contrary to research that supports the use of multiple criteria to identify a child at risk (Meisels and Provence, 1989).

The Individualized Family Service Plan

Part H emphasizes the importance of the family in determining and providing services for infants and toddlers with special needs. The centrality of the family in this process is evident throughout Part H, but is specifically embodied in the requirement to develop an Individualized Family Service Plan (IFSP) for each child served. The IFSP is a written plan for services that must be based on a multidisciplinary assessment of the child and a determination of the family's strengths and needs with respect to the child. It must be developed jointly by the family and appropriate service providers.

In the summer of 1988, the Carolina Policy Studies Program conducted a telephone survey of 50 States and the District of Columbia to examine State plans and accomplishments with regard to IFSP policy development (Place, Gallagher, and Harbin, 1989). The survey found that prior to the passage of P.L. 99-457, early intervention services in States were guided by a number of program plans (for example, Individualized Education Programs (IEPs) or Individualized Program Plans (IPPs)). Most of these plans, however, were primarily child-focused. They were not family centered as the IFSP must be. A content analysis for the seven States that had developed written IFSP guidelines showed that all seven required a written plan, a case management system, and identified an IFSP planning process that included family input. Few or none of the policies addressed such issues as the procedure by which the case manager was to be selected or changed; the definition of "family"; practices to protect the rights of the family; resolution of disputes for payments of services; or resolution of individual or systemic complaints.

To assist States in developing policies and procedures related to the provision of family-centered early intervention services, OSEP sponsored several activities aimed at identifying best practices for IFSP development. For example, a team was formed of representatives from a variety of Federal agencies, parents of children with special needs, and a multidisciplinary group of professionals with expertise in early intervention. The team's task was to develop a document to help with the planning, implementation, and evaluation of IFSP procedures. Its product, *Guidelines and Recommended Practices for the Individualized Family Service Plan* (Johnson, McGonigel, and Kaufmann, 1989) suggests a philosophy and conceptual framework for the IFSP and provides recommendations for practices and procedures that are consistent with family-centered comprehensive early intervention services.

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[7] For example, a two year old achieving a score on a language assessment that is one standard deviation below the average score for two year olds is considered to have a delay of one standard deviation.

Personnel to Work with Infants and Toddlers

The implementation of Part H will result in an increased need for personnel to provide early intervention services. The number of personnel who will be available to work with infants and toddlers depends on several factors such as the number of qualified personnel currently available, the professional standards that determine who is qualified, attrition rates, and the number currently in training who will make up the future work force. Part H requires that States develop policy and procedures for personnel standards and establish a comprehensive system of personnel development.

Shortages of personnel with expertise related to infants and toddlers have been projected (Meisels, Harbin, Modigliani & Olson, 1988). Analyses conducted by the Carolina Policy Studies Program on manpower in occupational therapy, physical therapy, and speech and language pathology indicate significant shortages of professionals to work with infants and toddlers in all three areas. The shortages are greatest for physical therapists followed by occupational therapists. The CPSP is currently examining alternatives to having services delivered by the professionals themselves. One alternative service delivery model would use professionals to supervise the provision of service by less highly trained individuals, such as paraprofessionals, day care personnel, and family members.

Working with infants, toddlers, and families requires a different set of skills than those required to work with older children. In fact, research has suggested that the skills required to work with infants and toddlers differ from those required to work with three through five year olds (Bricker & Slentz, 1989; McCollum, 1987). To learn the extent to which university education was preparing students to work with very young children, the Carolina Institute for Research on Infant Personnel Preparation at the University of North Carolina surveyed 449 personnel preparation programs--237 undergraduate and 212 master's level programs. The study covered the disciplines of audiology, medicine, nursing, nutrition, occupational therapy, physical therapy, psychology, social work, special education, and speech-language pathology. The survey documented the extent to which the curricula included infant and family content, specifically in the key areas of normal and atypical infant development, assessment and intervention with infants and families, and the coordination of services for infants and families.

The survey found considerable variability across and within disciplines. For example, graduate course content related to working with families ranged from 2.8 (physical therapy) to 57.3 (social work) clock hours.[8] Some programs included substantial amounts of content related to working with infants, toddlers, and families. Other programs had none. The average student, however, receives only a small amount of information relevant to infant intervention and family support. Even this information is likely to focus on theory rather than practical knowledge or clinical experiences. Major gaps were found in working with families, team process, and case management. For example, the average undergraduate student in special education, occupational therapy, physical therapy, speech-language pathology, and nutrition received only 8.5 clock hours of instruction in working with families.

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[8] A clock hour (as opposed to a course hour) refers to an elasped hour of instruction spent on a specific topic within a curriculum.

The Personnel Institute's survey found little indication that the training situation will change in the near future. Several significant barriers to change were noted. First, several other training areas (such as sports medicine, geriatrics) compete for priority within the university. Second, the study noted several preexisting course requirements on the content of an individual's training program that leave little room for an early childhood emphasis. Finally, the numbers of faculty with expertise in infant and family issues are limited.

The Office of Special Education Programs seeks to alleviate personnel shortages through funding preservice and inservice training programs for early childhood personnel. In FY 1989, OSEP awarded nearly $4 million to preservice programs designed to train personnel to work with young children with handicaps. These programs will train over 1,600 individuals in a variety of disciplines.[9] Training is provided at a variety of levels from Associate degrees through post-doctoral work. Examples of some of the training programs are described below.

- At the University of Miami, an interdisciplinary program trains students recruited from a variety of disciplines, including education, nursing, physical and occupational therapy, social work and developmental psychology. The program encompasses extensive field-based experiences, a competency based curriculum (focusing on normal growth and development as well as early childhood special education), and courses and field experiences designed to prepare students to work with families. Eight students per year will receive training in this Masters level program.

- The Kansas Association of Community Colleges is developing a statewide training network to develop and implement preservice training activities for 510 special education paraprofessionals. The project will formulate a core curriculum and provide specialized training for paraprofessionals who work in infant and early childhood programs.

- The Child Development Center at Georgetown University will be training doctoral and post-doctoral psychologists to provide services to handicapped infants and their families. Training experiences will include direct intervention with at-risk and handicapped infants and families in the neonatal and pediatric intensive care nursery, in transition to home management, in follow-up developmental evaluation, in interfaces with community support services and in various community infant intervention models.

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[9] Not all training programs included in these data provide training exclusively for personnel to work with young children. For instance, some programs train individuals to work with children from birth through age 12 or birth through age 21.

OSEP also funds projects that provide inservice training. These projects are designed to strengthen the skills of those already working with young children with handicaps. The next major section of the chapter contains examples of some inservice projects. The need for large numbers of trained personnel also affects programs for 3-5 year olds with handicaps, as will be discussed in the later half of the chapter.

PROGRESS IN THE IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

The Preschool Grants Program, Section 619 of Part B of the EHA, replaced the Preschool Incentive Grants program. The goal of the Preschool Grants Program is to provide a free appropriate public education (FAPE) for all children with handicaps, age 3-5. The program makes financial incentives available to States to provide special education and related services to preschool children with handicaps. Under the timetable established in the legislation, all preschool children with handicaps must have FAPE available to them by school year 1991-92 or the State will incur a number of sanctions. The sanctions include the loss of eligibility for a Preschool Grant, for EHA-B funds for children age 3-5, and for Chapter 1 funds for preschoolers with handicaps. In addition, entities within the State will not be eligible for Federal discretionary programs that exclusively address the needs of 3-5 year olds with handicaps.

Congress appropriated $180 million for this program in Fiscal Year 1987: over $201 million in 1988; and $247 million in 1989, as table 2.3 shows. All States participated in the program in Fiscal Years 1987, 1988, and 1989. The amount of the State Grant awards under the Preschool Grant Program are shown in table AG1 in Appendix A.

State Grant Awards--Basic and Bonus

For Fiscal Years 1987 through 1989, the total award to each State under the Preschool Grant Program equalled the sum of a *basic* award plus a *bonus* award. The amount of the basic award was determined by the number of 3-5 year old children the State reported on the previous December 1 EHA-B child count. For each preschool child reported in the EHA-B child count, the State received $300 per child in FY 1987, $400 per child in FY 1988, and $500 per child in FY 1989.[10]

For fiscal years 1987 through 1989, under the bonus portion of the award, each State could receive up to $3,800 per child for each additional child the State estimated it would serve over and above the previous year's EHA-B count. The bonus award was designed to provide additional funds to cover the cost of expanding services. The Preschool Grants Program calculates the amount of the bonus award by taking the number of 3-5 year olds actually served on December 1 under EHA-B and subtracting it from the number the State estimated it would be serving on the following December 1 under

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[10] The State also received Part B grant dollars for these children.

TABLE 2.3

Basic and Bonus Awards Under the Preschool Grants Program

	FY 1987	FY 1988		FY 1989	
		1988	Adjustment[a]	1989	Adjustment[b]
Basic award					
Number of children	265,783	288,301		323,169[c]	
Per child amount	$ 300	$ 400		$ 500	
Basic award	79,734,900	115,320,400		161,584,500	
Bonus award					
Additional number of children	30,665[d]	21,809[d]	7,627	23,274[d]	3,893
Per child amount	$ 3,270	$ 2,876	$ 3,270	$ 3,800	$ 2,876
Bonus award	100,265,100	60,795,660	24,937,940	88,441,200	-11,195,625
Total award (appropriation)	$180,000,000	$201,054,000[e]		$247,000,000[f]	

[a] Based on actual number of children served on December 1, 1987 or March 1, 1988.

[b] Based on actual number of children served on December 1, 1988.

[c] This figure does not match the figure reported elsewhere in this report (i.e., 322,663) because the later figure includes revisions from States submitted after the grant award date.

[d] Estimates.

[e] Equals sum of 1988 basic award, bonus award, and upward adjustment.

[f] Equals sum of 1989 basic award, bonus award, and downward adjustments and a remainder of $8,169,925.

Note: Not all figures will multiply exactly due to rounding in the bonus awards. Figures for FY 88 do not match those reported in the Eleventh Annual Report to Congress because States submitted revisions to their 1988 counts in 1989.

Source: U.S. Department of Education, Office of Special Education Programs.

EHA-B.[11] Awards were adjusted the following year according to the difference between the State's estimate and the number actually served. States that served more children than estimated received additional funding. States that served fewer children than estimated had their award for the next fiscal year reduced.

The bonus portion of the award was authorized only through FY 1989. Beginning in FY 1990, the award under the Preschool Grants Program will be based only on the number of children served (the basic portion).[12] The statute stipulates that, in the future, each State can receive up to $1,000 per child, age 3-5, reported as served under the EHA-B child count. The actual per child amount awarded to each State, however, will depend on the funds appropriated by Congress each year. In addition, States can also count these children for grants under the Part B grant award.

Table 2.3 summarizes the awards made to States in the first three years of the Preschool Grants Program. The amount of the basic award for FY 1989 totalled $161.6 million--$500 per child for the 323,169 children age three to five reported by States under EHA-B.[13] (Among the 50 States, the State basic grant awards ranged from $232,500 [Wyoming] to $16,670,500 [California].)

The bonus award for FY 1989 was based on an estimated growth figure of 23,274. The per child bonus award was $3,800, which was the maximum allowed by the statute. Among the States receiving a bonus award, amounts ranged from $102,600 (Montana) to $17,217,800 (California). Twenty-one of the 50 States estimated no growth and therefore received no bonus award.

The State grant award for FY 1989 also included an adjustment based on comparing FY 1988 estimates with FY 1989 child counts. Twenty-one of the 50 States received a downward adjustment, reflecting that they served fewer new preschoolers than they had estimated. California received the largest downward adjustment. Since California fell short of its FY 1988 estimated growth by 3,436 children, the State's FY 1989 award was reduced by $9,881,369. Seventeen States received an upward adjustment. The largest upward adjustment ($6.8 million) went to New York, which served 2,370 more new preschoolers than they had earlier estimated. The remainder (12) of the States received no adjustment.

For the total award for each State (the basic plus the bonus awards, plus or minus the adjustment) under the Preschool Grants program, see Appendix A, table AG1.

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[11] The actual calculation of the bonus award takes into account decreases in the number of children served under ESEA. Chapter 3 of *The Eleventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act* contains additional information about the calculation of the bonus awards.

[12] For 1990 only, adjustments will be made to a State's award based on the 1989 estimate of additional children to be served and the actual number served.

[13] This number differs for the EHA-B child count (of 321,360) reported elsewhere in this report because the 321,360 figure includes revisions submitted by States after the grant award. The 321,360 figure is used by OSEP as the number of preschoolers served in 1988-89.

Factors Associated with Reduced Growth for Year Two

Interestingly, overall, States had estimated less growth for FY 1988 (that is, growth that would occur in school year 1988-89) than they had for FY 1987. Yet, even then, many were unable to achieve the expansion they projected. For FY 1987 (school year 1987-88), States had estimated they would serve 30,665 new preschoolers. In fact, they served 37,909. For the second year of the program, States had estimated an increase of 21,809, but fell short of their estimate, serving only 17,916 new preschoolers.

The National Association of State Directors of Special Education (NASDSE) contacted 11 of the 21 States that fell short of their projected growth in year two of the Preschool Grants Program. All 11 States contacted had experienced less than 50 percent of the growth originally projected for 1987-88. Preschool Coordinators in these States identified a variety of factors related to the estimation process, the financing of preschool programs, and State policies for preschoolers that contributed to their inability to meet their projections. These included:

- The need to support and strengthen the programs that had expanded during the previous year. Resources were not sufficient to maintain newly expanded programs and continue to expand at a high rate.

- The one-time March 1, 1988 count had provided States an additional three months to identify children for the first year of the Preschool Grants Program.[14] This increased the count of new children for the first year but meant that States only had nine months to identify new children for the second year. Some districts failed to account for this in their estimates.

- Some States and districts failed to account for shifts in the preschool population caused by a reduced birth rate or families moving out of the State because of poor economic conditions. Failure to account at the State level for districts that would serve *fewer* preschoolers due to demographic shifts offset increases in other districts that served more children.

- In States where some districts grew substantially and others lost many preschool children, the districts that expanded received a reduced per child grant award that was not sufficient to cover the cost of initiating new programs. For example, if District A grew by 500 children and District B lost 300, the State would only receive $3,270 times 200 (the net growth) for those two districts. District A still needs to fund new programs for 500 children and yet it receives a much smaller bonus award because the State received a smaller award. One State reported that its districts received only $900 per child rather than the $3,270 they had expected.

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[14] In February 1988, Congress gave States the option of submitting preschool child count data for the 1987-88 school year using a March 1, 1988 count date instead of a December 1, 1987 date. The March 1, 1988 count was only used to calculate bonus payments and adjustments; the December 1, 1987 count was used to calculate the basic grant award.

- Some States received their awards late in 1988, because of a late application or difficulties in getting their State plan approved. This left little time to use these dollars to expand programs in time for the December 1, 1988 child count.
- Some districts were concerned about the level of the Federal financial commitment to preschool programs in future years. Districts are cautious about assuming a financial burden of unknown extent.
- In some States, legislatures have not yet passed mandates requiring services for preschool children with handicaps, or they have not appropriated State funds to support the associated costs. Without State funds, any costs for initiation and expansion of preschool programs not met by the Federal dollars must be borne by the local districts. Some districts lack sufficient resources and thus have not started or expanded programs. Also, without a State mandate, districts are uncertain as to the future status of their programs and thus hesitate to undertake significant expansion.
- Eligibility criteria and placement options were designed for the school-age population. Applying them to three and four year olds has created problems. States are taking steps to develop preschool-specific standards.
- States are experiencing shortages of personnel--especially speech and language pathologists and psychologists--to provide full evaluations in order to identify eligible children.

The bonus provision of the Preschool Grant Program continued to present implementation problems in 1989 just as in 1988. The actual calculation and distribution of the grant awards and subsequent adjustments to States and from States to individual districts proved a complex and cumbersome process. States had great difficulty in making accurate projections of the number of new preschoolers to be served from one year to the next, as the large number and size of the subsequent upward and downward adjustments to the State grant awards the following year indicate. Population shifts caused districts to receive radically different per child amounts. And, in some cases, funds were not adequate to cover the cost of expanding preschool programs. Some districts, uncertain whether their State would mandate funds, and unsure what future levels of Federal support would be, adopted a "wait and see" attitude.

Increases in the Number of Preschoolers Served

Despite its many difficulties and uncertainties, the Preschool Grants Program has achieved significant results. The program was intended as an incentive to increase the number of preschoolers with handicaps who were receiving special education and related services. The data suggest this incentive has worked: the number of preschool children receiving special education and related services increased dramatically in the past three years. This is not in conflict with the information presented earlier, which indicated many States did not achieve their projected growth. Most States are serving more children although they may not be serving as many as they had projected.

In December 1986, the year P.L. 99-457 was passed, 265,814 children with handicaps age 3-5 were served under the Education of the Handicapped Act. Two years later, in December 1988, States reported serving 321,360 such preschoolers. This represents an increase of 55,546 children or 21 percent. States actually served an even larger number of preschoolers with handicaps because another 41,083 were served under Chapter 1 of ESEA (SOP). The total number of preschool children served under both laws for school year 1988-89 was 362,443.[15]

Nationally, the 362,443 preschoolers who were receiving special education under both of the special education laws in 1988-89 represented 3.27 percent of the population age 3-5. The percentage of preschoolers served varied across States from 2 percent or less (in Arizona, Hawaii, Missouri, New Mexico) to over 5 percent (in Delaware, Kentucky, Maine, Massachusetts, and South Dakota). Only eight States served a smaller percentage of preschoolers in 1988-89 than they had the year before. All other States served more.

Most (57 percent) of the preschoolers served under EHA-B in 1988-89 were 5 year olds.[16] Twenty-eight percent were age 4 and 15 percent were age 3 (see table 2.4). The greatest percentage increase between 1986-87 and 1988-89 occurred for the 3 year olds, with 54 percent more children being served over the two years. The greatest numerical increase was for the 4 year olds. In 1988-89, 25,142 more four year olds received special education than two years before.

In 1986-87, 2.4 percent of the 3-5 year olds in the United States were receiving special education under EHA-B. By 1988-89, that percentage had increased to 2.9 percent. Between 1986-87 and 1988-89, the proportion of 3 year olds increased from 1.0 to 1.3 percent; of 4 year olds from 1.9 to 2.5 percent; and of 5 year olds from 4.9 to 5.0 percent.

Estimating Future Growth in the Number of Preschoolers Served

To obtain information on how many more 3-5 year olds States expect to serve in future years, NASDSE contacted preschool coordinators in 16 States. Eleven of these States were currently serving less than the national average of 3 percent and therefore could reasonably be expected to grow more than some of the States which were serving higher percentages of children. The remaining five States were serving more than the national average.

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[15] Unfortunately, changes in the number of 3-5 year olds served under ESEA (SOP) since 1986-87 cannot be calculated because the data by age group were not collected for ESEA (SOP) until 1987-88. We do know that 7,523 *fewer* preschoolers were served under ESEA in 1988-89 than in 1987-88, indicating States are making less use of ESEA (SOP) to serve preschool children.

[16] Individual age year data are only available for children served under EHA-B.

TABLE 2.4

Increase in Number of Preschoolers Served Under EHA-B:
School Years 1986-87 to 1988-89

			Change	
Age	1986-87	1988-89	Number	Percentage
Three years	31,162	47,860	16,698	+53.6
Four years	64,237	89,379	25,142	+39.1
Five years	170,415	184,121	13,706	+8.0
Total	265,814	321,360	55,546	+20.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

State personnel in these 16 States estimated that they will be serving about 55,000 additional preschoolers in 1991-92 over the number served in 1988-89. That would increase the average to 3.6 percent for the 11 States currently serving lower-than average percentages. In the five States currently serving *more* than the national average, the average future percentage was projected to be 6.7 percent.

Several events could influence the number of children that would be served by 1991-92, States reported. Key among these factors is the status of a State mandate to serve preschoolers with handicaps. Several States indicated they expect to see rapid growth once a mandate is enacted, but not much movement before that.

Activity in State Legislatures

As States[17] move through the phase-in years of the Preschool Grant Program, many have undertaken changes in their State laws with regard to the age at which services must be provided for young children with disabilities. In July 1989, NASDSE in conjunction with the National Early Childhood Technical Assistance System (NEC*TAS) asked States about their current and projected legislation for preschoolers with handicaps.

Table 2.5 shows the current status of State mandates for special education at the time of the survey. For the 1989-90 school year, 31 States require that services be provided to children with handicaps at age 3 years or younger. Five of these States have

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[17] For purposes of discussion of legislative activity, the word *States* is used to describe the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Insular Areas. The total number of entities under discussion is 57.

TABLE 2.5

Special Education Mandate: Age at Which all Children With Handicaps are Eligible for a Free Appropriate Public Education: School Year 1989-90

Birth	Age 2	Age 3	Age 4	Age 5	Age 6
American Samoa	Virginia (9/30)	Alaska	Delaware (12/31)	Alabama (12/1)	Montana (9/10)
Guam*		BIA*	Oklahoma (9/1)	Arizona (9/1)[a]	
Iowa		Connecticut (1/1)	Tennessee	Arkansas (10/1)	
Maryland		District of Columbia[b]		California[a]	
Michigan		Hawaii		Colorado[a]	
Minnesota		Idaho		Florida (9/1)	
Nebraska		Illinois		Georgia (9/1)	
Puerto Rico*		Louisiana		Indiana (9/1)	
		Massachusetts		Kansas (9/1)	
		New Hampshire		Kentucky (10/1)	
		New Jersey (12/31)		Maine (10/15)	
		New Mexico (9/1)		Mississippi (9/5)	
		New York[b]		Missouri (9/30)	
		North Dakota (8/31)		Nevada (9/30)	
		Rhode Island		North Carolina (10/16)	
		South Dakota		Northern Mariana Islands*	
		Texas (9/1)		Ohio (9/30)	
		Utah[b]		Oregon (9/1)	
		Virgin Islands*		Pennsylvania[a]	
		Washington		South Carolina (11/1)	
		Wisconsin		Vermont[a]	
		Wyoming		West Virginia (9/1)	
Total: 8	1	22	3	22	1

Note: Unless otherwise noted services are available on the child's birthdate. Calendar date entries following State names refer to the last date within the school year on which a child is eligible to begin receiving services. Asterisk (*) entries reflect data available 11/87 and/or 11/88.

[a] State or local discretion determines at what point in the year children become eligible for services.

[b] State has established two points in the program year by which children must be 3 years of age to be eligible for services.

Source: "1989 Preschool Survey Results," unpublished memo to State directors of special education from Patti McKenna, NASDSE, October 18, 1989.

a cut-off date during the school year, meaning the child must be age 3 by that date or wait until the following year to receive services.

Table 2.6 summarizes legislative activity at the State level related to preschool children with handicaps introduced since October 1986 when P.L. 99-457 was passed. Twenty-two States have introduced legislation regarding preschool services in their State. Of these, 14 have passed legislation mandating free appropriate public education at age 3 or below. Eight of the 14 included increased funding for preschool services. Legislation introduced in three States did not pass. In three of 22 States, legislation also addressed the age 2 and under population; it passed in two of the three States.

Another 14 States are anticipating changing their mandates. Three States do not anticipate needing new legislation: two are planning a change in mandate through regulatory change, one by a change in the State Plan. Counting only States that have already enacted legislation, 40 States will have mandates in place by 1991-92. Including those anticipating changes, 54 States reported they will have or expect to have mandates requiring special education for children with handicaps age 3 or younger by 1991-92. The remaining three States did not report information about a change in mandate. Table 2.7 shows the projected status of State mandates for each of the next three years.

Issues in Providing Special Education for Preschool Children

States reported that the three greatest challenges to providing special education and related services to preschool children with handicaps are personnel, the requirement to serve preschool children in the least restrictive environment (LRE), and finance. NASDSE in conjunction with NEC*TAS developed a list of eight areas related to implementation and asked States to rank order their greatest remaining challenges. Most frequently ranked among the top three were personnel (29), LRE (27), and finance (23). Other challenges States listed among the top three included eligibility, screening, and assessment (16 States); and interagency collaboration (16); program models and standards (15); family involvement (11); and mandates (10). Concerns related to least restrictive environment and personnel are discussed in the pages that follow.

Least Restrictive Environment

Many preschool children with handicaps could potentially receive special education with nonhandicapped children. Providing special education for these preschoolers in such a setting is difficult for many school districts. Most districts do not operate programs for nonhandicapped 3 and 4 year olds. Placement options outside of the school system, such as in a day care setting or a Head Start program, provide for interaction with nonhandicapped children but may not meet State educational standards for personnel or educational programs. Public schools are likely to have a wider array of placement options available in the future as an ever-increasing number of States move to establish pre-kindergarten programs for disadvantaged children (Mitchell, 1989). However, integrating preschoolers with handicaps with preschoolers at risk for school failure may not provide the best educational solution. As Weiner and Koppleman (1987) point out, both of these groups need a great deal of attention and individualization. Under these circumstances, neither group may get the attention it needs.

TABLE 2.6

Summary of State Legislative Activity Since P.L. 99-457 Related to Preschool Children With Handicaps: August 1989

State	Year(s) Legislation Introduced or Anticipated	Effect on Mandate	Includes New State Funds	Includes Infants and Toddlers	Effective Date
Alabama	1991[a]	3 by 9/1	--	--	1991-92
Alaska	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Arizona	1988 or 1991	No mandate - permissive language only	Yes	No	1989-90
	1990 or 1991	3 by 12/31	--	--	1991-92
Arkansas	1989	3 by 10/1	No	No	1991-92
California	1987	3 by (not decided)	No	No	1991-92
Colorado	1988	Did not pass	--	--	Prior to 1986
	1990 or 1991	3 by (not decided)	--	--	1991-92
Connecticut	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Delaware	1990	3 by 12/31	--	--	1990-91
District of Columbia	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Florida	1989	3 by 9/1	No	Yes	1991-92
Georgia	1989[b]	No mandate - permissive language only	Yes	No	1989-90
	1991[b]	3 by 9/1	--	--	1991-92
Hawaii	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Idaho	1989	3 on birthdate	Yes	No	1989-90
Illinois	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Indiana	1989	No mandate - permissive language only	No	No	1989-90
Iowa	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Kansas	1990[a]	3 by 9/1	--	--	1991-92
Kentucky	1990	3 by 10/1	--	--	1990-91
Louisiana	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Maine	1989	No mandate - additional funds for coordination only	Yes	Yes	1989-90
Maryland	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Massachusetts	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Michigan	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Minnesota	1987	Mandate from birth	No	Yes	1988-89
Mississippi	1990 or 1991	3 by (not decided)	--	--	1991-92
Missouri	1989	Did not pass	--	--	Prior to 1986
	1990	3 by 9/30	--	--	1990-91
Montana	1987	3 by (not decided)	Yes	No	1990-91
Nebraska	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Nevada	1989	3 by (not decided)	Yes	--	1990-91

Table 2.6 (continued)

State	Year(s) Legislation Introduced or Anticipated	Effect on Mandate	Includes New State Funds	Includes Infants and Toddlers	Effective Date
New Hampshire	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
New Jersey	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
New Mexico	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
New York	1989	3 by (State has established 2 cut-off points)	Yes	No	1989-90
North Carolina	1989	Did not pass	--	--	Prior to 1986
	1990 or 1991	3 by 10/16	--	--	1991-92
North Dakota	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Ohio	1989	3 by (not decided)	Yes	No	1991-92
Oklahoma	1989	3 by 9/1	No	Yes	1990-91
Oregon	1991	3 by 9/1	--	Yes	1991-92
Pennsylvania	1990	3 by (not decided)	--	Yes	1990-91
Rhode Island	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
South Carolina	1989	LEAs directed to serve as many children as possible	No	No	1989-90
	1990	3 by 11/1	--	--	1991-92
South Dakota	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Tennessee	1989	3 on birthdate	Yes	No	1991-92
Texas	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Utah	1987	3 by (State has established 2 cut-off points)	Yes	No	1988-89
Vermont	1987	3 by 1/1	No	No	1991-92
Virginia	Prior to 1986	Has mandate from age 2	--	--	Prior to 1986
Washington	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
West Virginia	1991	3 by 9/1	--	Yes	1991-92
Wisconsin	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Wyoming	1989	3 on birthdate	Yes	No	1989-90
American Samoa	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Bureau of Indian Affairs	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986
Guam	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Mariana Islands[c]					
Palau[c]					
Puerto Rico	Prior to 1986	Has mandate from birth	--	--	Prior to 1986
Virgin Islands	Prior to 1986	Has mandate from age 3	--	--	Prior to 1986

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[a] Change in regulations planned (statutory change not necessary).

[b] Change in State plan (statutory/regulatory change not necessary) to assure FAPE at age 4 by 1990-91 and at age 3 by 1991-92.

[c] No response given.

Source: "1989 Preschool Survey Results," unpublished memo to State directors of special education from Patti McKenna, NASDSE, October 18, 1989.

TABLE 2.7

Projected Status of State Mandates for Serving Preschoolers with Handicaps, as of August 1989
(Includes Legislation Passed or Anticipated)

School Year Mandate Effective				
Prior to 1988	1988-89	1989-90	1990-91	1991-92
Alaska	Minnesota[b]	Idaho	Delaware[a]	Alabama[a]
Connecticut	Utah	New York	Kentucky[a]	Arizona[a]
District of Columbia		Wyoming	Missouri[a]	Arkansas
Hawaii			Montana	California
Illinois			Nevada	Colorado[a]
Iowa[b]			Oklahoma	Florida
Louisiana			Pennsylvania[a]	Georgia[a]
Maryland[b]				Kansas[a]
Massachusetts				Mississippi[a]
Michigan[b]				North Carolina[a]
Nebraska[b]				Ohio
New Hampshire				Oregon[a]
New Jersey				South Carolina[a]
New Mexico				Tennessee
North Dakota				Vermont
Rhode Island				West Virginia[a]
South Dakota				
Texas				
Virginia[c]				
Washington				
Wisconsin				
American Samoa[b]				
Bureau of Indian Affairs[d]				
Guam[b][d]				
Puerto Rico[b][d]				
Virgin Islands[d]				
Cumulative Total: 26	28	31	38	54

Note: Indiana, Maine, and the Northern Marianas have not enacted legislation and did not report information regarding any anticipated change.

[a] Anticipated change.
[b] Mandate from birth.
[c] Mandate from age 2.
[d] Data available as of 11/87 or 11/88.

Source: "1989 Preschool Survey Results," unpublished memo to State directors of special education from Patti McKenna, NASDSE, October 18, 1989.

States reported to OSEP that 82.7 percent of the 3-5 year olds who received special education and related services in school year 1987-88 did so in regular school buildings. The percentage of preschoolers placed in separate schools was 14.8 percent. The remainder were either in residential facilities or home or hospital environments. These data, however, may understate the difficulties administrators face in placing handicapped preschoolers with their nonhandicapped peers. As mentioned earlier, most (62 percent in 1987-88) of the 3-5 age range served in special education through EHA-B are 5 year olds. Many of these children are in kindergarten and therefore most schools have a readily available placement option with nonhandicapped children. Furthermore, even though 3 and 4 year olds with handicaps may be served in a regular school building, the only children without handicaps in the building may be school-age children age 5 or older.

The existing Part B requirements on LRE apply to preschool children with handicaps, although the application can be difficult. According to information collected by NEC*TAS and NASDSE, 10 States have developed LRE policies based on the Part B requirements that are specific to preschoolers, and 15 States are developing such policies. States are also developing or already have developed guidelines or strategies for using personnel to serve preschoolers with handicaps in settings other than regular elementary schools. Personnel covered by these guidelines include early childhood special educators, occupational therapists, physical therapists, speech and language pathologists, psychologists, social workers, school nurses, tutors/interpreters, inservice trainers, and special education coordinators.

OSEP has encouraged the development of innovative program models for serving young children with handicaps through the discretionary projects funded under the EHA. The largest single source of Federal discretionary funds for projects to meet the educational needs of young children is the Handicapped Children's Early Education Program (HCEEP). HCEEP funds demonstration, outreach, and experimental projects, as well as technical assistance, research institutes, and personnel development activities designed to improve services for children age birth-8.

During 1989, OSEP targeted several of the HCEEP competitions on the problem of integrated placements for young children with handicaps. Projects funded as non-directed demonstrations, were to design models that allow young children with handicaps to achieve their optimal functioning level within normalized non-segregated environments. Projects funded under the "Multi-Disciplinary Training Programs for Child Care Personnel" competition provided inservice training related to integration for professionals and paraprofessionals currently working with young children.

Examples of these projects:

- At the Oregon Research Institute, staff are producing a model for establishing and maintaining quality day care for moderately and severely handicapped children age birth-8. The project is using many different methods to increase the skills of day care staff. These methods include a continuing education program at a local community college, self-instructional video and materials, and technical assistance from employees of early childhood special education programs. The model utilizes a community organization approach and video materials with accompanying written guides as vehicles to inform and assist day care providers, parents, and advocates who wish to establish similar programs.

- The University of Southern Mississippi is developing an inservice training model to help day care, nursery, and preschool programs better serve young children with handicaps. Project activities will emphasize on-site training using a coaching model that focuses on the needs of specific children with disabilities. The project will carry out training at an urban and a rural Head Start program, five community-based day care centers and nursery schools, and a university-based day care center and nursery school. Materials developed through this project can be used to train staff in additional programs.

- The University of Connecticut will develop, implement, and evaluate an inservice training model. The project will train day care professionals and paraprofessionals to enhance and coordinate special education and related services for young children with handicaps. Children up to age 5 receiving day care in a home or center will be included. The project will train approximately 100 day care providers and 200 day care administrators and teachers. It will also provide technical assistance to 110 day care centers and 500 day care homes.

Personnel to Provide Special Education for Preschoolers

The shortage of trained personnel is an issue for the provision of services to preschoolers just as it is with infants and toddlers. Many of the same considerations apply to preschoolers with handicaps although the problem may not be as severe for the 3-5 year olds since services for these children are more widely available. While few States have had mandates to serve children with handicaps from birth, nearly half the States have required services for children age 3 and above. Still the availability of preschool personnel poses significant problems for States and shortages exist.

States reported to OSEP that 12,718 special education teachers were employed to work with 3-5 year olds in school year 1987-88.[18] States also reported that 3,121 positions for special education teachers were either vacant that year or filled by personnel who were not appropriately trained. Given the sizable increase in the number of preschool children receiving special education and related services since 1988, this need is likely to continue or at least to remain at a high level for a number of years.

The size of the pool of trained personnel available to work with preschool children is related to the personnel standards set by the State. High standards are intended to ensure that those professionals providing service are qualified to do so. On the other hand, as States raise requirements for working with preschool children with handicaps, they eliminate certain personnel, and thus reduce the number of personnel available. Strict personnel standards can also limit the range of placement options: personnel teaching nonhandicapped children may not meet the State standard for working with children with handicaps.

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[18] The number of other personnel employed such as speech and language pathologists or occupational therapists is not known because these data were not collected by the age group of the student.

As discussed earlier in the section on personnel serving infants and toddlers, OSEP supports a number of personnel preparation programs at colleges and universities to train individuals to work with young children with special needs. For example:

- Boston College offers an interdisciplinary doctoral program that prepares occupational and physical therapists for leadership positions in advanced clinical practice, in research, and in teaching in entry level and graduate level professional programs. Funding will be used to support four trainees per year and to support the development and implementation of a specialized curriculum with a focus on early intervention and therapy in the public schools.

- At Southern Illinois University, 30 graduate level personnel will be trained to work with preschool handicapped and at-risk children. Trainees will develop competencies in screening, assessment, remedial planning, and home-based intervention programs. The program includes both clinical and practicum experiences.

TECHNICAL ASSISTANCE

OSEP has undertaken a number of activities to assist States and localities meet the objectives set forth in P.L. 99-457 that relate to infants, toddlers, and preschool children. The main project providing technical assistance (TA), the National Early Childhood Technical Assistance System (NEC*TAS), was funded in 1987. NEC*TAS provides TA to States and others involved in developing and providing services for young children with special needs. NEC*TAS staff come from six collaborating organizations: the Frank Porter Graham Child Development Center at the University of North Carolina (which is the coordinating office), the Georgetown University Child Development Center, the National Center for Clinical Infant Programs (NCCIP), the National Association of State Directors of Special Education (NASDSE), the National Network of Parent Centers, and the University of Hawaii at Manoa. The goals of the project are:

- to help community agencies and other entities develop the capacity to provide high quality services to all children with special needs and their families;

- to help each State accomplish its goals regarding comprehensive services; and

- to facilitate the national exchange of current research and information on best practice.

During FY 1989, NEC*TAS provided technical assistance services to all States and territories that are implementing the early childhood provisions of Part H and Part B of the EHA. Primary clients included the Part H Coordinators, Chairs of the Interagency

Coordinating Councils, and Section 619 Coordinators. Overall, approximately 800 TA services were provided by NEC*TAS, including consultations, information searches, and eight national workshops and conferences, which were attended by nearly 1,300 State agency personnel, parents, and other participants. In addition, NEC*TAS distributed approximately 2,500 pieces of print materials to its TA clients.

Other forms of technical assistance have been provided through the Federal and Regional Resource Centers and an annual national meeting. Each of the Regional Resource Centers has specialists on staff with expertise in early childhood. The Federal Resource Center is currently compiling materials and data on early intervention for States to use in making presentations to their legislators and others on the effectiveness of intervention with young children. The third annual Partnerships for Progress meeting was held in Washington, D.C. in June of 1989. This three-day meeting was sponsored by the Federal Interagency Coordinating Council and featured plenary sessions, workshops, topical/federal updates, and displays of interest to parents and professionals involved in early childhood special education.

SUMMARY

States are carrying out a variety of activities to institute or expand the services available for children birth through age 5 with special needs. Much of the activity related to the development of a comprehensive system of early intervention services for infants, toddlers and their families involved the development of a State policy incorporating each of the 14 components. This task includes determining the specific population of infants and toddlers the State will serve under Part H. One-third of the States requested a waiver for the third year of the program, which will provide them additional time to develop policies.

In the three years since the passage of P.L. 99-457, the number of preschool children with handicaps who are receiving special education and related services has grown by over 20 percent to 362,443 children. For the third and final year of the bonus provision of Section 619, States received the maximum amount allowed by the statute, $3,800, for each new child estimated to be served. States continue to have administrative problems related to the bonus provision of the law but, nevertheless, the number of preschoolers receiving services continues to grow. Many States that currently do not have mandates to serve this age group are anticipating changes in their legislation.

Administrators working with programs for both age groups faced similar challenges. These included personnel shortages and funding concerns. Those who provide services to infants and toddlers with handicaps must also concern themselves with developing the Individualized Family Service Plan and other issues related to working with families. An ongoing problem for administrators and program planners serving preschoolers with handicaps is finding appropriate placements that reflect the philosophy of the least restrictive environment while meeting personnel and program standards for special education and related services.

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CHAPTER 3

THE TRANSITION OF SECONDARY AGE STUDENTS WITH HANDICAPS

This chapter examines the experiences of secondary age special education students while in high school, and during the transition from high school to further education, employment, and independent living. Patterns of course taking in comprehensive high schools including academic, vocational, and personal or other courses are described, as well as the achievements of special education students in those courses. OSEP State-reported data on the exiting status of special education students in transition, and services anticipated to be needed by exiting students with handicaps are also provided. Finally, the chapter details efforts being made at the State and Federal levels to evaluate the high school experiences of special education students by assessing their outcomes both in and out of school.

Several legislative mandates have supported important research and data collection and analysis activities on the special education population in transition. They include:

- The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) mandated that programs and activities assisted under the Perkins Act--including the access of handicapped students to vocational education courses, programs, and activities--be evaluated. To meet the requirements of this mandate, the 1987 High School Transcript Study (HSTS) investigated the extent to which students with handicaps are receiving vocational education services. This chapter reviews findings from the HSTS including a thorough examination of patterns of course taking among special education students in high school.

- The EHA Amendments of 1983 and 1986 have supported important research and data collection and analysis activities concerning the status and outcomes of exiting secondary school students with handicaps.

    -- Section 618 (e)(1) of the EHA mandated a longitudinal study of a sample of students with handicaps. Known as the National Longitudinal Transition Study (NLTS), this study examined a sample of over 8,000 handicapped youth, spanning the ages of 15 through 26, and representing 11 handicapping conditions: learning disabled, speech impaired, mentally retarded, seriously emotionally disturbed, hard of hearing, deaf, multihandicapped, orthopedically impaired, other health impaired, visually handicapped, and deaf-blind. This chapter reviews NLTS school achievement data.

-- Section 618 (b)(3) of the EHA requires the Secretary of Education to obtain data on (1) the number of children and youth with handicaps exiting the educational system each year through program completion or other means, by disability category and age, and (2) services that exiters are anticipated to need in the following year. Every year since the 1984-85 school year, States have collected data on exiting and anticipated services from their local educational agencies and provided them to OSEP. This chapter discusses State-reported data from the 1987-88 school year. The chapter also reports on progress in identifying, defining, and operationalizing student performance indicators and other descriptive indicators to determine adult service needs.

-- Finally, Section 626 of Part C of the EHA, which authorizes the Secondary Education and Transitional Services for Handicapped Youth Program, provides assistance to projects that (1) strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services; (2) stimulate the improvement and development of programs for secondary special education; and (3) stimulate the improvement of vocational and life skills of handicapped students to enable them to be better prepared for the transition to adult life and services. This chapter reports findings from the follow-up/follow-along research funded by this program.

COURSES TAKEN BY STUDENTS WITH HANDICAPS

Findings from the 1987 High School Transcript Study (HSTS) provide the first opportunity for detailed analysis at the national level of the academic and vocational course enrollment patterns of handicapped students in public and private comprehensive high schools.[1] This study was conducted by Westat and Policy Studies Associates, Inc., and sponsored jointly by the Office of Special Education Programs (OSEP), the National Center for Education Statistics, the Office of Bilingual Education and Minority Languages Affairs, the National Assessment of Vocational Education, and the National Science Foundation.

The HSTS used a nationally representative sample of 491 regular attendance public and private secondary schools that had previously been selected for the 1986 National Assessment of Educational Progress. Of this number, 435 schools agreed to participate. The study obtained information from school administrators, special educators, and official high school transcripts of students who were either juniors in high school or age 17 in school year 1985-86. All students with handicaps at each school were included in the study (a total of 6,585 students), as well as a sample of nonhandicapped students (27,559 students).[2]

The following analyses describe enrollment patterns in terms of average credits earned over four years in high school. In general, students earned one credit for a full-year class that met five days per week for one class period, typically 50 to 55 minutes in duration.

This chapter groups course enrollments under three subject areas:

1. *academic subjects* (courses in the core curriculum including English, mathematics, science, social studies, foreign languages, and fine arts and crafts);
2. *vocational subjects* (general preparation for a career as well as specific labor market preparation); and
3. *personal and other subjects* (health, physical education, general skills, religion, and military science).[3]

The pages that follow first discuss the enrollment patterns of students with handicaps generally, and then describe regular education and special education course taking within each of the three subject areas: academic, vocational, and personal/other subjects.

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[1] There have also been a few published results of similar studies conducted at the State and local levels.

[2] See Appendix B for a detailed description of the survey methodologies employed in the HSTS.

[3] An extensive review of special education courses was conducted for this study. See *Special Education Course Classification and Coding System* (Hayward, 1987) for further detail. This system and the already existing Classification of Secondary School Course System (CSSC) (U.S. Department of Education, 1981) for regular education courses were used in developing the framework for analysis of coursework in this chapter. Note that in these classification systems, special education courses are distributed across academic, vocational, and personal/other subject areas.

Enrollment Patterns

Special education students in high school took fewer courses than their nonhandicapped classmates, according to HSTS data. On average, handicapped students earned approximately 19 total credits in high school, three fewer than did nonhandicapped students (see table 3.1 and figure 3.1). Students with handicaps earned more than four fewer credits in academic subjects than did their nonhandicapped peers, one more credit in vocational education, and slightly more credits in personal/other courses (figure 3.1 and table 3.1).

Significantly, high school special education students took the majority of their courses from regular education course offerings (68 percent). Only one-third of their coursework is provided by special education. This finding highlights the compelling importance of regular education instructors in the secondary school preparation of students with handicaps. If high school special education students are primarily educated in regular education classrooms, regular education staff are significant stakeholders in the transitional outcomes of special education students.

HSTS data show that special education students' enrollment in regular education courses and special education courses varies according to subject area. About 59 percent of their *academic* credits are in regular education courses with 41 percent in special education courses, compared with nearly 82 percent of all *vocational* credits in regular education courses and 18 percent in special education courses. Almost 74 percent of the credits taken in *personal/other courses* were in regular education, with 26 percent in special education (figure 3.2 and table 3.1).

General Academic Course Enrollment Patterns of High School Special Education Students

When academic course credits are aggregated across both regular and special education, the HSTS reported that students with handicaps earned 11 credits over four years of high school[4] (table 3.1), with their nonhandicapped peers earning 15 credits.[5] Overall, academic credits represent 57 percent of all credits earned by handicapped students, and 69 percent of all credits earned by nonhandicapped students in high school.

Among both groups of students, the average number of credits earned in academic courses varied by student characteristics such as gender, race, handicapping condition, and severity of limitation (Appendix B, table B.1). For students with and without handicaps, females earned more academic credits than males, and black students earned fewer credits than students in any other ethnic group. On average, students with serious emotional disturbances and mental retardation earned about one credit less (10.1 and 10.2) than

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[4] Note that 10 percent of the special education students in the sample dropped out during the 12th grade.

[5] According to HSTS data, 68 percent of handicapped students graduated at the end of 1987, compared with 87 percent of nonhandicapped students, a difference that in part explains the variability in total academic credits between the two groups. Even so, comparison of graduates on this dimension reveals that handicapped graduates also earned fewer academic credits than nonhandicapped graduates (about 12.3 compared with nearly 16 credits in academic courses).

TABLE 3.1

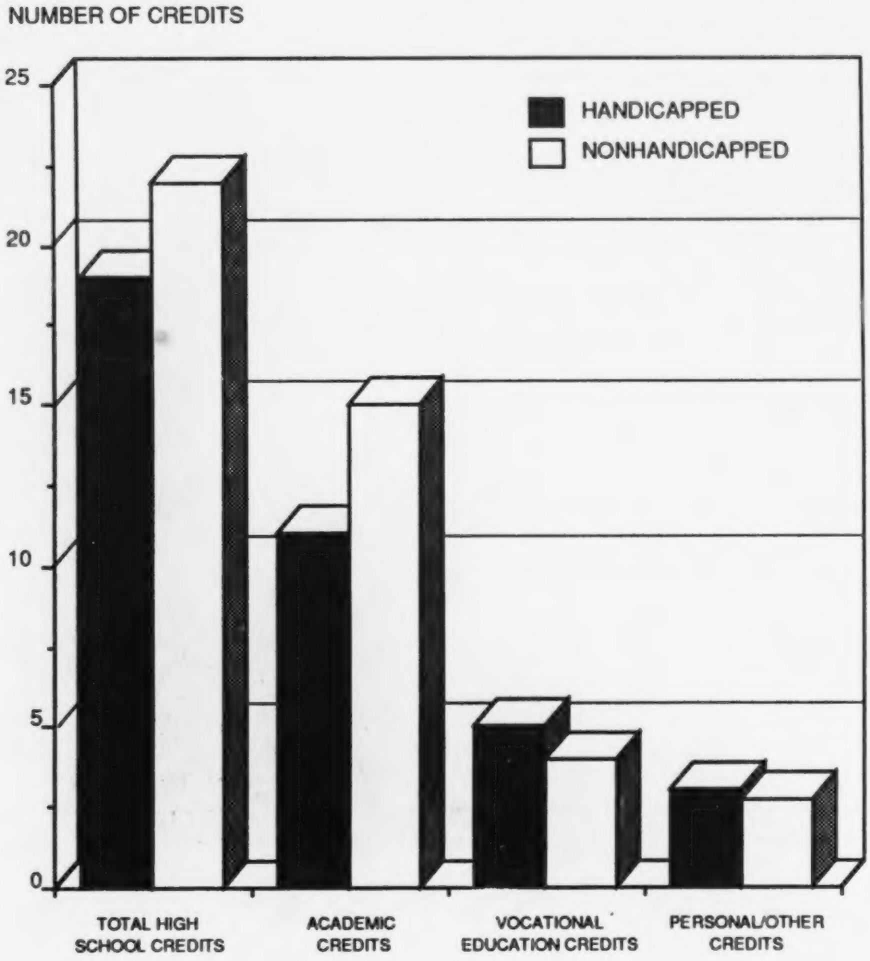
Handicapped and Nonhandicapped High School Students' Enrollment in Academic, Vocational, and Personal/Other Courses

	Handicapped Students		Nonhandicapped Students	
Subject Area	Average Credits	Percentage of all Credits	Average Credits	Percentage of all Credits
Academic				
Regular education	6.44	59.4%	15.21	100.0%
Basic/remedial	2.83	26.1	2.27	14.9
On/above grade	3.61	33.3	12.94	85.1
Special education	4.41	40.6	0.00	0.0
Total	10.85	57.1	15.21	69.3
Vocational				
Regular education	4.25	81.7	4.03	100.0
Special education	0.95	18.3	0.00	0.0
Total	5.20	27.4	4.03	18.4
Personal/other				
Regular education	2.18	73.9	2.71	100.0
Special education	0.77	26.1	0.00	0.0
Total	2.95	15.5	2.71	12.3
TOTAL	19.00	100.0	21.95	100.0

Source: 1987 High School Transcript Study.

FIGURE 3.1

Enrollment Patterns of Handicapped and Nonhandicapped High School Students

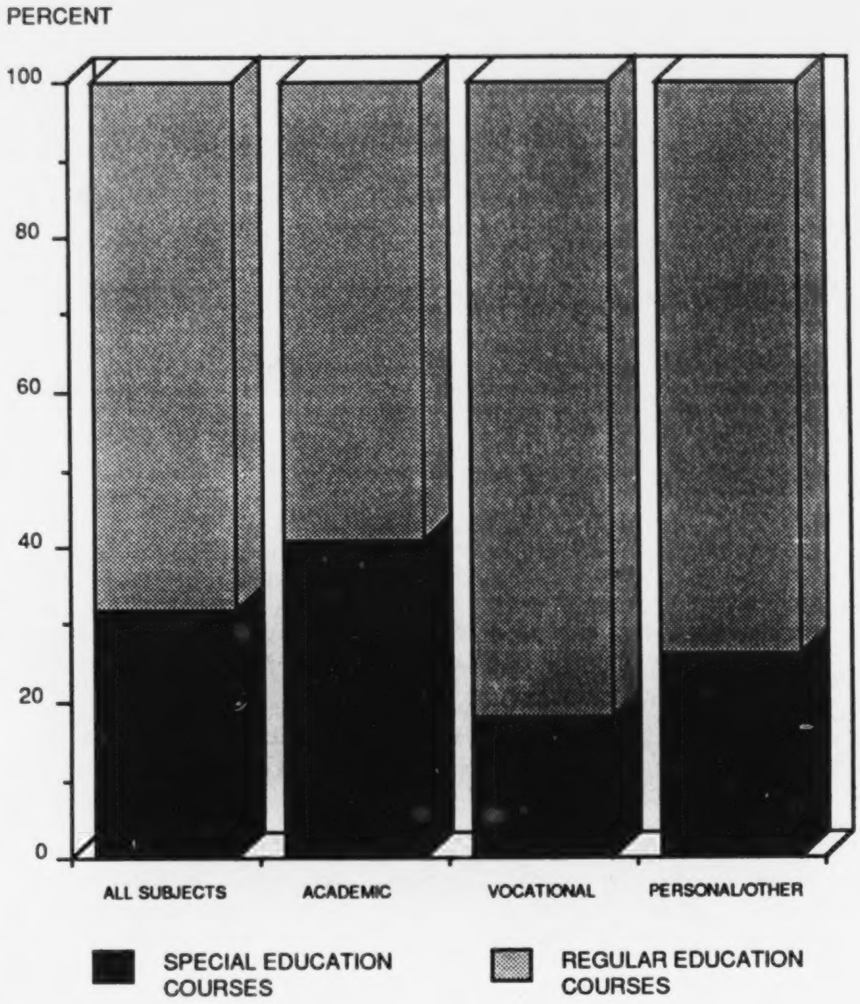


SOURCE: *1987 High School Transcript Study.*

FIGURE 3.2

Regular and Special Education Enrollment in Academic, Vocational and Personal/Other Subjects by Students with Handicaps

(As a Percentage of all Credits Taken Within Area Over an Average of Four Years)



Source: *1987 High School Transcript Study.*

learning disabled students (11.2 academic credits) or students with other handicapping conditions (including sensory and orthopedic disabilities and other health impairments) who averaged 11.8 academic credits overall. Average credits earned also varied according to severity of limitation.[6] Students with moderate or severe psychosocial or cognitive limitations earned fewer credits than those with mild limitations (Appendix B, table B.1).

Over four years in high school, special education students earned more credits in English than in any other subject area (figure 3.3). Students with handicaps earned 3.7 credits in English compared with 3.9 credits earned by the nonhandicapped population. Average credits earned in other subjects included: 2.3 in mathematics (compared with 2.9 for the nonhandicapped population); 1.5 in science (compared with 2.5); 2.4 in social studies (compared with 3.2); .1 in foreign languages (compared with 1.4); and .9 in fine arts and crafts (compared with 1.3) (Appendix B, table B.2).

Regular Education Academic Course Enrollments. By subject area, special education students earned approximately 46 percent of all English credits in regular education courses, 55 percent of all mathematics credits, 64 percent of all social studies, 66 percent of all science, 97 percent of all arts and crafts, and 99 percent of all foreign language credits (Appendix B, table B.2).[7]

The number of credits earned in each of the core subject areas does not differ greatly by handicapping condition (Appendix B, table B.2). However, the extent to which these courses are in the regular education instructional environment does differ considerably depending on the nature of the students' handicapping conditions. For example, students classified as mentally retarded earned only 30 percent of their academic course credits in regular education courses, while students with learning disabilities, serious emotional disturbances, and students with all other conditions obtained 60 or more percent of their academic credits in a regular education environment.

On or Above Grade Level Courses and Remedial Courses. The extent to which special education students earned their academic credits in courses that are on or above grade level or are primarily in remedial or basic (below grade level) classes is an important component of the overall profile of their high school academic programs. Overall, 56 percent of credits earned by HSTS' sample of handicapped students in regular education courses were in courses that were on or above grade level (as compared with 85 percent of the academic credits earned by nonhandicapped students) (figure 3.4 and Appendix B, tables B.3 and B.4). Forty-four percent of their regular education credits were taken at the remedial level (compared with 15 percent for the nonhandicapped population) (Appendix B, tables B.3 and B.4). The majority of mathematics and science regular education courses were taken at the remedial level (73 percent of credits and 59 percent,

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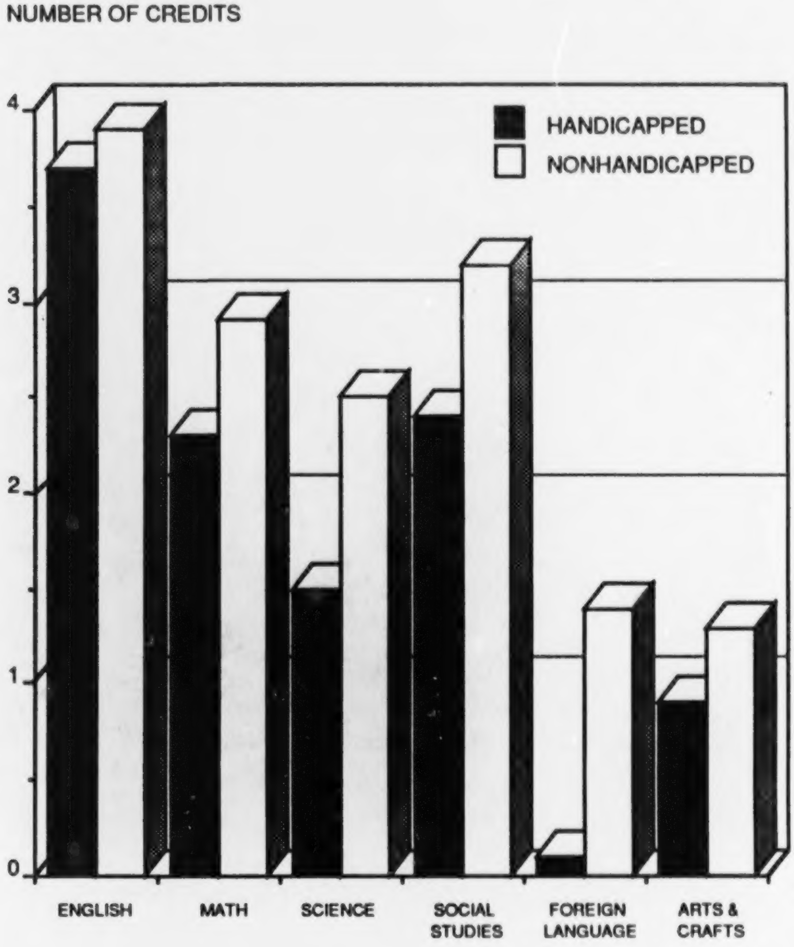
[6] Special education teachers rated their students' severity of limitation on three dimensions: psychosocial, cognitive, and physical limitation. They were asked to rate the extent of limitation as moderate/severe, mild, or not affected by any limitation. Because very few students attending high school had physical limitations (less than 11 percent, with 4 percent having a moderate or severe limitation), these data are not reported.

[7] Special education students took almost no courses in foreign languages in high school (one-tenth of one credit).

FIGURE 3.3

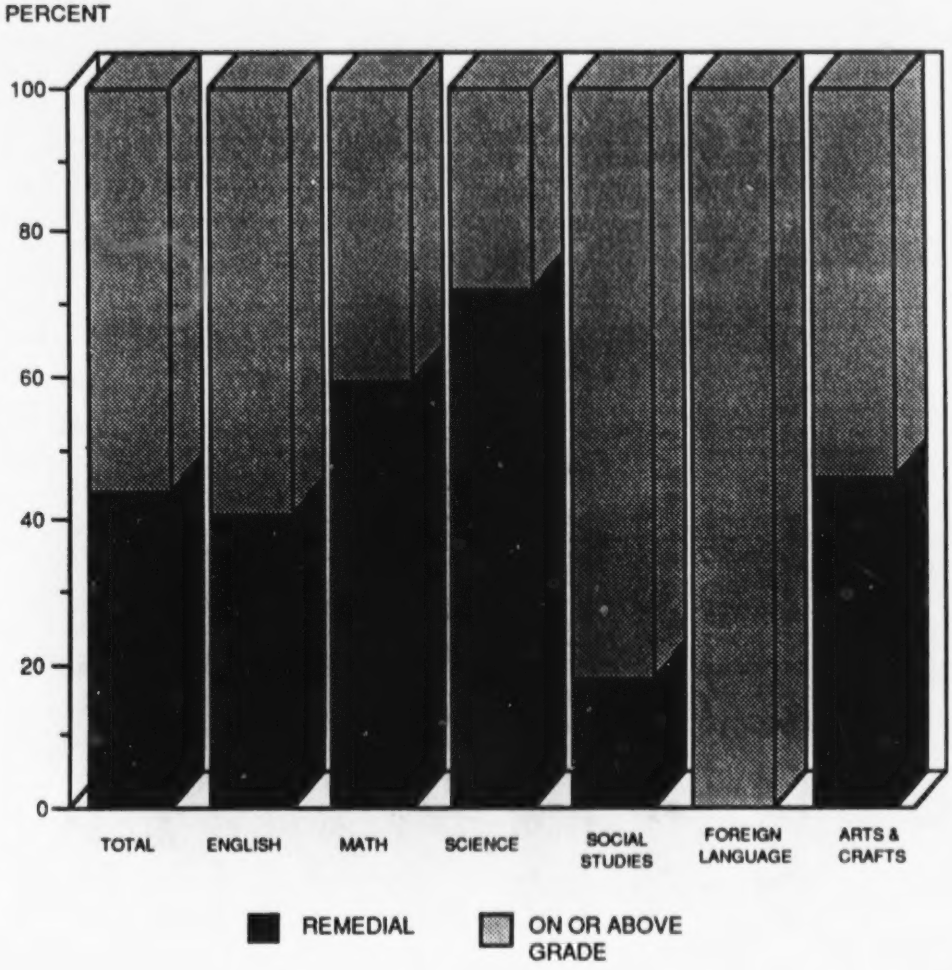
Academic Enrollment Patterns (Number of Credits) of Handicapped and Nonhandicapped High School Students Over an Average of Four Years



SOURCE: *1987 High School Transcript Study.*

FIGURE 3.4

Remedial and On or Above Grade Level Credits Earned by Handicapped Students as a Percentage of All Regular Education Credits



Source: *1987 High School Transcript Study.*

respectively) (figure 3.4). And the majority of English and social studies credits were taken on or above grade level (59 and 82 percent, respectively).[8]

Enrollment in regular education classes that were on or above grade and remedial levels varied by handicapping condition (Appendix B, table B.3). Students with learning disabilities, for example, earned proportionately more credits in on or above grade level courses than any other group (67 percent of all regular education courses). Mentally retarded students were more likely to earn their regular class credits in remedial courses (54 percent of all regular education courses).

Special Education Academic Course Enrollments. The HSTS describes handicapped students' enrollment in special education academic courses according to three categories: (l) a section of a regular education course with enrollment limited to special education students, (2) a resource service or course (such as "resource general mathematics" or "English for learning disabled students"), and (3) courses in functional curriculum (instruction is provided in functional academics such as language arts, numerical skills, etc.) (Hayward, 1987). All three of these types of courses take place in separate or self-contained settings.

Overall, high school special education students earned 41 percent of their academic credits (or an average of 4.4 credits) in special education courses (figure 3.2 and Appendix B, table B.6).

Percentages of all academic credits earned in special education courses varied considerably by handicapping condition. Learning disabled students, for example, earned fewer academic credits (34 percent, or 3.7 credits) in special education courses than did any other group. On the other hand, students classified as mentally retarded took a total of seven special education course credits, representing 70 percent of all academic credits (Appendix B, table B.6).

Appendix B, table B.6 provides information on the enrollment of special education students among three types of courses: regular education sections, resource courses, and functional courses. The data show that, in general, English and mathematics are more often provided in resource courses, science in functional courses, and social studies in regular education sections. The table also shows variations among enrollment patterns based on students' handicapping conditions. For example, about 65 percent of the special education credits earned by mentally retarded students were in functional classes.

Special education enrollments of students vary by severity of cognitive limitations (Appendix B, table B.7). In each subject, students with moderate or severe limitations earned more credits in special education courses than did students with mild or no cognitive limitations. Interestingly, across all severity levels, English and mathematics credits were more often in resource courses than regular education sections or functional courses, while in science and social studies they were more frequently in regular education sections. In general, these findings suggest a greater availability at the high school level of special education courses in English and mathematics than in science and social studies. Proportionately more of the credits that special education students earned in the latter subjects were in regular education courses, although these credits tended to be in basic or remedial rather than on grade or above grade level courses.

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[8] Note that enrollment in on or above grade level courses is inversely related to the proportion of all subject area credits that are in regular versus special education courses. Most of the credits that handicapped students earned in science, for example, were in regular education classes, but relatively few of those credits were in classes offered on or above grade level. This finding may suggest the lack of special education offerings in some subjects at the high school level.

Enrollment in special education academic courses varied by student race/ethnicity as well as gender (Appendix B, tables B.8 and B.9). Black students earned the largest number of academic credits in special education courses (5.6 or 52 percent of all academic credits). Whites earned the fewest credits (3.98 or 37 percent of all academic credits).

Across the board, black handicapped students earned a higher proportion of their special education academic credits in functional courses than any other group (Appendix B, table B.8). In English, mathematics, and social studies, white students earned a higher proportion of special education credits in resource courses than did students in other ethnic groups.

In terms of gender, male and female students earned about the same proportion of all academic credits in special education courses (males: 40 percent; females: 42 percent), with females earning a slightly higher number of credits in special education (4.55 versus 4.37) (Appendix B, table B.9). Across all subjects, female students earned proportionately more of their special education credits in functional courses. Male students tended to earn more of their special education academic credits in resource courses than did females.

Vocational Education Course Enrollment Patterns of High School Special Education Students

Data from the HSTS show that special education students not only have access to vocational education, but that, on average, they take the majority of their vocational education courses in regular education environments. According to these data, handicapped high school students spend more of their high school years and earned one full credit more in vocational education than did their nonhandicapped peers. Twenty-seven percent of all credits earned in high school were vocational credits, compared with 18 percent of all credits for nonhandicapped students (figure 3.1 and table 3.1). HSTS data show that 96 percent of special education students attending regular high schools took some vocational education courses during their four-year high school career (Hayward, 1989). Nearly all (82 percent) of the average 5.2 vocational credits that special education students earned in high school were in regular classes (table 3.1 and figure 3.2).

Average credits earned in vocational courses varied by student characteristics such as handicapping condition, severity of psychosocial and cognitive limitation, race/ethnicity, and gender (Appendix B, table B.10). And the extent to which students with handicaps were able to enroll in mainstream classes varied as well.[9] For example, mentally retarded students earned a larger number of credits (5.6) in vocational courses than other handicapped students, representing nearly 30 percent of the total credits they earned in high school. Importantly, these students were considerably less likely to be enrolled in regular vocational education courses, with only 64 percent of their vocational credits in regular education. In contrast, 88 percent of vocational courses taken by learning disabled students were in regular education, 79 percent for emotionally disturbed students, and 76 percent for students with other handicapping conditions.

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[9] As a transcript study, the HSTS yields comprehensive information on courses taken by students in high school, but does not indicate on what bases decisions about enrollment or access were made.

Black and Hispanic students earned fewer credits in vocational courses, and fewer in regular education courses, than white students or those of other ethnicities. Male students earned slightly more credits than females (5.3 compared with 5.1) and enrolled in a slightly higher proportion of regular education courses.

Types of Vocational Courses. High school vocational education can be classified broadly into consumer and home economics, general labor market preparation, and specific labor market preparation.[10] Consumer and home economics, taken mainly by female students, provides instruction in a variety of home, family, and personal management skills, such as sewing, cooking, child care, etc. General labor market preparation includes introductory courses that acquaint students with a variety of occupational fields, provide some work experience and instruction in general skills such as typing or vocational mathematics, or enable them to learn such prevocational skills as job-seeking and employability skills. These courses permit students to explore careers conceptually before selecting specific skill areas. Specific labor market preparation provides instruction in such skill areas as welding or office occupations, thus preparing students who earn a relatively large number of credits in a specific skill area to obtain an entry-level job following high school.

For all three types of vocational courses, the majority of special education students' credits were taken in regular education courses. This is the case for 93 percent of their credits in consumer and home economics, 91 percent of their credits in specific labor market preparation, and 54 percent of their credits in general or exploratory courses (Appendix B, table B.11). Significantly, nearly 40 percent of the total vocational credits earned by special education students were in either home economics or exploratory courses, neither of which has been found to increase students' employment potential following high school (Bishop, 1986; Hasazi et al., 1985).

General Labor Market Preparation. Data from the HSTS show that a relatively high proportion of credits earned by special education students in exploratory, general labor market preparation courses were in separate class placements. Before Federal law mandated equal access to vocational education programs for students with handicaps, vocational education was offered to such students by special education personnel, more often than not, in separate settings. That 46 percent of exploratory course credits continue to be provided in separate class placements appears to be a vestige of an earlier, more generalized practice (Hayward, 1989). Students with handicaps earn an average of 1.4 credits in general labor market preparation over four years (representing 26 percent of their total vocational education credits), while nonhandicapped students earn less than 1 credit (.9) or 22 percent of their total vocational education credits in such courses (Appendix B, table B.12).

Specific Labor Market Preparation. Recent research on vocational education suggests that completion of a program of specific labor market preparation improves the postschool employment prospects of high school students (Bishop, 1987; Peterson and Rabe, 1987). Such a program generally includes acquiring multiple credits in a specific skill area and taking courses in a sequential manner so that students develop expertise over a period of time. Data from the HSTS show that special education students earned a lower proportion of their vocational credits in specific labor market preparation coursework than did other students, although the difference was not large (61 percent versus 64 percent) (table B.12). Given the larger number of credits earned by special education students in vocational education in general, this difference becomes more significant. Further, the proportion of such credits that were in a second or more advanced course (indicating pursuit of a program of studies) was lower (14 percent) than that of their nonhandicapped peers (19 percent). Relatively few students, either special education students or their nonhandicapped peers, appear to be following a program of sequential coursework. Rather, they seem to be taking multiple introductory or nonsequential courses across several skill areas.

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[10] As previously noted, this classification is described by Hayward (1987).

Students with learning disabilities and those with serious emotional disturbances are more likely to enroll in specific labor market preparation courses than students with other handicapping conditions (Appendix B, table B.13), with nearly two-thirds of their vocational credits in occupational skill areas. Those without cognitive or psychosocial limitations earned more such credits than those with severe/moderate or mild limitations. Whites earned a higher number of credits (3.5) than blacks (2.4) or Hispanics (2.7), and coursework taken by males (3.5) significantly outweighed credits obtained by females (2.5).

In general, these data point to the need to increase proportionately the amount of specific labor market preparation and to guide students into sequential coursework in their specific skill areas.

Work-Based Courses. Recent research has identified participation in unsubsidized, paid, competitive work during the high school years as an important determinant of successful labor force entry for handicapped youth (Hasazi et al., 1985; Clark, Hayden and Lezzer, 1987). Further, these researchers report that real work experiences during high school were related to post-school employment stability.

Data from the HSTS (Appendix B, table B.14) show that relatively few of the vocational credits earned by handicapped high school students were in cooperative education (paid competitive work in the field for which they received training during high school) or paid work experience (work for pay that may or may not be related to any vocational courses they are taking). A little over half of all work-based courses were in unpaid work study. In contrast, when nonhandicapped students take work-based courses, the majority of their work-based credits involve payment for work.

Average credits earned in work-based courses varied by student characteristics such as handicapping condition, severity of psychosocial and cognitive limitation, race/ethnicity, and gender (Appendix B, table B.15). For example, students categorized as having "other conditions" or with "mental retardation" earned more credits in work-based courses than students from other categories. Students with severe or moderate cognitive limitations and those with mild psychosocial limitations earned more of their vocational credits in work-based courses than did others.

While the HSTS data conclusively show that students with handicaps have access to vocational education, one measure of quality vocational education is participation in competitive work during high school, particularly in conjunction with vocational skill training and appropriate monitoring and supervision (William T. Grant Foundation, 1988). These data show that to increase the quality of vocational education for students with handicaps, a greater proportion of credits must be earned in work-based courses. With 54 percent of youths with handicaps who are one to two years out of school unemployed

(Wagner, 1989), access to vocational education is apparently insufficient. High unemployment rates, linked with HSTS findings about course participation, point to a need for services that link instruction to jobs.

Personal/Other Course Enrollment Patterns of High School Special Education Students

Personal/other courses were categorized by Hayward (1987) to include classes in health and physical education, general skills (e.g., study skills or other areas that do not focus on specific academic or vocational content), personal religion and theology, and military science (ROTC). These courses are taken about equally by handicapped and nonhandicapped students (2.95 credits versus 2.7 credits, on average) (Appendix B, table B.16). Most of the credits that special education students earned in personal/other courses were in health and physical education (2.1 of the 2.95 average credits), and nearly three-quarters of all credits earned in personal/other courses were in regular classes. One exception is credits earned in general skills classes, where only 20 percent of these credits were earned in regular education courses. Very few special education students enrolled in either religion or military science courses. Moderately or severely psychosocially limited students earned only 13 percent of their credits in these courses in regular education courses, compared with 25 percent of credits earned by students unaffected by a limitation (Appendix B, table B.17). Comparable percentages for cognitive limitations were 17 and 25 percent, respectively. Black students were least likely to earn general skills credits in regular education courses, and females were more likely to earn general skills credits in regular education courses than were males (23 percent versus 19 percent of all credits).

ACHIEVEMENT

The National Longitudinal Transition Study (NLTS), conducted by SRI International and sponsored by the Office of Special Education Programs, provides, for the first time, national data on the academic achievement of secondary students with handicaps. Recent analyses from the NLTS report several indicators of achievement (Wagner and Shaver, 1989): mean grade point average for coursework completed during the sample of student's most recent year in secondary school; receipt of a failing grade in any graded course during the most recent year in secondary school; promotion to the next grade level; and passing minimum competency tests (when required).

The mean grade point average (GPA) for all courses completed by secondary special education students during their most recent school year was 2.0, the midpoint of a four-point scale with four as the highest and one as the lowest passing grade (table 3.2).[11] Students in special education courses earned higher GPAs (a mean of 2.2) in their special education courses than in their regular education courses (a mean of 1.9). For students with each handicapping condition, the GPA for special education courses exceeds the GPA for regular education courses. Students with certain handicapping conditions averaged substantially higher GPAs than handicapped students in general: deaf (2.6), deaf-blind (2.6), orthopedically impaired (2.5), and hard of hearing (2.3). Students with emotional disturbances averaged the lowest overall GPA (1.7).

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[11] Approximately 89 percent of secondary special education students in regular schools were reported to be in at least one course where a grade was given.

TABLE 3.2

School Achievement in Students' Most Recent School Year, By Handicapping Condition

School Achievement Measures	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Health Impaired	Multi-handicapped	Deaf-Blind
Percentage of youth receiving grades who received a failing grade in one or more courses in the most recent year in secondary school	31.3	34.8	44.6	21.8	35.0	17.1	21.2	8.1	15.2	25.8	6.5	4.0
	(1.5) (n=5,683)	(2.4) (n=812)	(3.1) (n=506)	(1.9) (n=864)	(3.7) (n=366)	(2.9) (n=567)	(3.2) (n=518)	(1.7) (n=688)	(2.8) (n=473)	(3.9) (n=287)	(2.0) (n=531)	(3.1) (n=71)
Average grade point average for:												
All courses	2.0	1.9	1.7	2.0	2.1	2.5	2.3	2.6	2.5	2.2	2.3	2.6
	(.1) (n=4,611)	(.1) (n=765)	(.1) (n=433)	(.1) (n=603)	(.1) (n=356)	(.1) (n=492)	(.1) (n=480)	(.1) (n=619)	(.1) (n=389)	(.1) (n=245)	(.1) (n=215)	(.2) (n=14)
Regular education courses	1.9	1.9	1.7	1.9	2.1	2.4	2.2	2.6	2.3	2.0	2.1	--
	(.1) (3,398)	(.1) (n=725)	(.1) (n=355)	(.1) (n=477)	(.1) (n=324)	(.1) (n=299)	(.1) (n=414)	(.1) (n=262)	(.1) (n=269)	(.1) (n=192)	(.2) (n=77)	-- (n=4)
Special education courses	2.2	2.2	1.9	2.4	2.2	2.6	2.6	2.6	2.7	2.4	2.4	2.6
	(.1) (n=3,497)	(.1) (n=588)	(.1) (n=333)	(.1) (n=571)	(.1) (n=164)	(.1) (n=310)	(.1) (n=331)	(.1) (n=543)	(.1) (n=292)	(.1) (n=153)	(.1) (n=199)	(.2) (n=13)

Standard errors (immediately below estimates) have been adjusted to account for the lower effective sample size that results from weighting the data.

Source: National Longitudinal Transition Study, SRI International, 1989.

Nearly one out of three youth with disabilities (31.3 percent) who were in graded programs received a failing grade in one or more classes in their most recent school year (table 3.2). Youth with emotional disturbances were significantly more likely than youth in any other category to have received a failing grade (44.6 percent).

Failing grades were more likely to be given to secondary youth in lower grades (table 3.3). The percentage of youth receiving at least one failing grade is fairly stable from 7th to 10th grade, but then decreases significantly, from 41.7 percent of 9th and 10th grade students to 34 percent of 11th grade students, and to 19.0 percent of 12th graders. Twelfth graders were also more likely than students in earlier grades to be failing only one course when they failed.

The NLTS reports that a large majority of youth (74.3 percent) were successfully promoted to the next grade level, with promotion rates being above 75 percent for most categories (table 3.4). Students who were deaf, orthopedically impaired, hard of hearing, or visually impaired were most likely to be promoted, with promotion rates of 88 percent and above. Students with emotional disturbances or who were multihandicapped were most likely to be retained.

A third measure of achievement examined in the NLTS is whether students with disabilities met minimum competency requirements. Table 3.5 shows that 38.0 percent of the youth who were in schools and at grade levels for which minimum competencies were usually tested were exempted from those tests. Exemption rates were significantly higher for youth with multiple disabilities, including those who are deaf-blind, and for youth with mental retardation (72.9 percent) than for youth in any other disability category. Youth with speech impairments were exempted least often, at 12.6 percent.

Of the students required to take minimum competency tests, 44.0 percent passed the entire test and 32.3 percent passed some of the test. Fewer than half of youth with learning disabilities, emotional disturbances, mental retardation, or health or multiple impairments fully met the minimum competency requirements to which they were subject. Almost one in four students failed to pass any part of the minimum competency tests they were required to take.

To date, Wagner and Shaver (1989) have performed multivariate analyses of one aspect of secondary school achievement--the receipt of failing grades. The analyses controlled for measures of socioeconomic status, IQ, and other factors. They also identified significant predictors of receipt of failing grades for all groups of youth with handicaps, except those who were severely impaired.[12] Younger students, for example, were more likely to receive failing grades than older students. Male students were generally more likely than females to receive failing grades. Similar findings are provided by Fetters, Brown, and Owings (1984) in their analysis of High School and Beyond study data.

When Wagner and Shaver analyzed groups of students with handicaps, clustered by: (1) learning disabilities, emotional disturbances and speech impairments, and (2) mild mental retardation with or without other impairments, data showed that minority youth from both groups received failing grades at a significantly higher rate than other youth

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[12] For these populations, sufficient numbers were not available to produce reliable estimates.

TABLE 3.3

Receipt of Failing Grades, by Grade Level

		Grade Level			
	Total	7th and 8th	9th and 10th	11th	12th
Percentage of youth in graded programs receiving a failing grade in one or more courses in the most recent year in secondary school	31.3	33.9	41.7	33.7	19.0
	(n=5,649)	(n=551)	(n=1,177)	(n=959)	(n=1,312)
Of those receiving a failing grade, percentage failing:					
1 course	42.6	37.1	37.2	47.5	63.8
2 courses	22.9	27.6	23.5	21.6	20.3
3 courses	11.8	20.9	9.2	12.4	11.5
4 courses	5.5	3.1	6.5	5.6	1.5
5 courses	6.7	3.4	8.8	5.8	1.6
6 or more courses	10.5	7.9	14.8	7.1	1.2
	(n=1,181)	(n=152)	(n=572)	(n=233)	(n=179)

Note: Using a 2-tailed test, the sampling error at the 95 percent confidence level for receipt of failing grades for all students is ±1 percent and by grade level, ranges from ±3 percent to ±4 percent. By number of courses, the confidence levels range from ± 1 percent to ±2 percent. By grade level, they range from ±2 percent to 8 percent.

Source: National Longitudinal Transition Study, SRI International, 1989.

TABLE 3.4

Promotion Rates of Secondary Students With Handicaps

	Percentage of Youth Who:			
Handicapping Condition	Were Promoted	Were Not Promoted	Other[a]	Sample Size
All conditions	74.3	6.1	19.6	3,082
Learning disabled	76.9	4.6	18.5	503
Emotionally disturbed	60.3	10.8	28.9	311
Mentally retarded	69.7	8.3	22.0	387
Speech impaired	78.4	8.2	13.4	247
Visually impaired	87.7	8.2	4.9	333
Hard of hearing	88.2	3.8	8.0	342
Deaf	89.7	1.6	8.7	398
Orthopedically impaired	88.6	4.0	7.4	252
Health impaired	78.3	7.9	13.8	179
Multihandicapped	81.0	10.2	8.8	128

Table excludes youth in 12th grade and ungraded programs. Deaf-blind students were excluded due to insufficient sample sizes.

[a] The "other" category largely includes youth who dropped out or withdrew. It also includes a minority of youth who moved or were suspended, expelled, institutionalized, or incarcerated.

Note: Using a 2-tailed test, the sampling errors at the 95 percent confidence level for youth in all conditions were ±1 percent. For disability categories, they range from ±2 percent to ±5 percent.

Source: National Longitudinal Transition Study, SRI International, 1989.

TABLE 3.5

Minimum Competency Test Requirements and Outcomes of Secondary Students With Handicaps

School Achievement Measures	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf-Blind	Orthopedically Impaired	Other Health Impaired	Multihandicapped
Percentage of youth exempted from required competency tests	38.0 (n=3,325)	25.0 (n=445)	22.2 (n=273)	72.9 (n=510)	12.6 (n=237)	21.9 (n=366)	20.1 (n=328)	29.0 (n=357)	80.0 (n=28)	42.0 (n=303)	23.6 (n=190)	82.7 (n=288)
Percentage of youth who were required to take minimum competency tests who:												
Passed all of the test	44.0	47.9	36.4	21.0	50.5	72.1	51.9	61.8	--	60.0	40.6	42.5
Passed part of the test	32.3	31.7	40.6	27.7	32.2	20.8	37.4	29.0	--	31.3	37.8	29.5
Did not pass any part of the test	23.6 (n=1,923)	20.4 (n=314)	22.9 (n=190)	51.4 (n=131)	17.3 (n=187)	7.2 (n=268)	10.8 (n=258)	9.2 (n=240)	-- (n=4)	8.8 (n=157)	21.6 (n=123)	28.0 (n=51)

Note: Using a 2-tailed test, the sampling error at the 95 percent confidence level of the estimate of youth exempted from minimum competency testing is ±2 percent. Confidence intervals for disability categories range from ±4 percent for the mentally retarded category of ±6 percent for the deaf-blind category. Confidence intervals for estimates of results of competency testing for the full sample are ±2 percent. They range from ±4 percent for youth in the learning disabled category to ±9 percent for youth in the other health impaired category.

Source: National Longitudinal Transition Study, SRI International, 1989.

in those groups. Again, analysis of High School and Beyond data revealed similar findings (Fetters, Brown, and Owings, 1984).

Wagner and Shaver's analyses also showed that among youth with learning disabilities, emotional disturbances, and speech impairments, students with an emotional disturbance were significantly more likely than youth with learning disabilities to receive failing grades. For most groups of youth, less severely impaired youth were more likely to receive failing grades. This is probably explained by the fact that mildly impaired students are more likely to take graded classes, and to be enrolled in mainstreamed classes where individualized assistance is not available. The relationship between mainstreaming mildly impaired special education students and the increased risk of dropping out is documented in the literature (Lichtenstein, 1987). Youth who were frequently absent from school, who did not belong to a school or community group, and who had disciplinary problems were also more likely to receive failing grades. Youth with similar characteristics are also at higher risk of dropping out (Edgar, 1987; de Bettencourt, Zigmond, and Thornton, 1987; Jay and Padilla, 1987).

SPECIAL EDUCATION STUDENTS EXITING FROM SCHOOL

To obtain an understanding of the size and nature of the exiting population of secondary age special education students, the Office of Special Education Programs (OSEP) began collecting data on these students from the States four years ago. These data are an important source of information on the number of youth age 14 and older who received special education and related services during the previous school year but who are no longer receiving special or regular education services. States report these data according to the exiting student's handicapping condition, age, and type of exit: graduation with a diploma; graduation through certification; reached the maximum age for which services are provided in the State; dropped out; or other reason (death, or no longer receiving special education services but reason for exit unknown). The categories for basis of exit are mutually exclusive. Some caution should be exercised in interpreting exiting data since some differences may be attributable to State-to-State or year-to-year variations in graduation practices and reporting. For example, some States award only certificates. Others award only diplomas. The majority of States award some of each. Additionally, for the 1987-88 school year, Utah reported the numbers of students exiting the educational system in the 1986-87 school year.

Table 3.6 shows OSEP State-reported exiting data for school year 1987-88. The number of students with disabilities who exited the educational system was 238,579. During 1987-88, the majority of students graduated, either with a diploma (42 percent) or a certificate (11.3 percent). The next most likely means of exiting from school was by dropping out (27.4 percent). A small proportion (about 2.5 percent) remain in school until they reach the maximum age allowed by the State for special education services (figure 3.5).

Tables 3.7 and 3.8 show OSEP State-reported exit data by handicapping condition and age (14-21+). As seen in table 3.7, in all but two handicapping conditions, special education students were most likely to exit school by graduating with a diploma. Students who are classified as speech impaired are more likely to exit under the other basis of exit category (38 percent); those classified as emotionally disturbed are more likely to exit by dropping out (40 percent).

TABLE 3.6

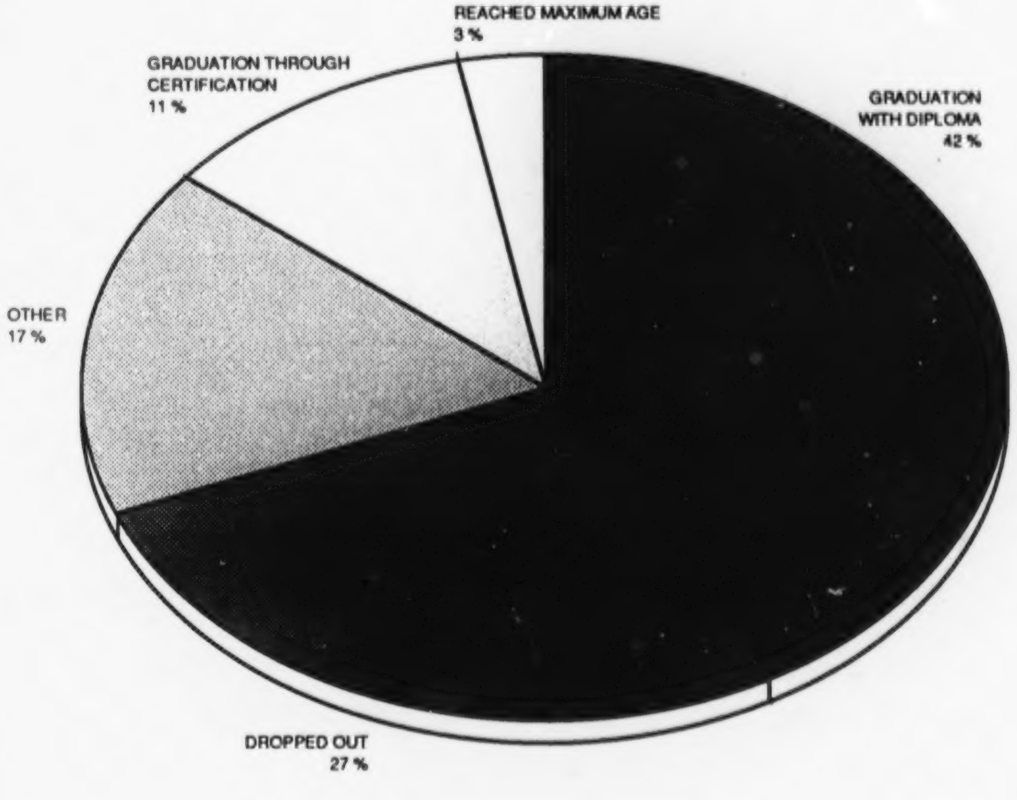
Number and Percentage of Students With Handicaps Exiting the Educational System, Age 14 Years and Older: 1987-88 School Year

	1987-88	
Basis of Exit	Number	Percentage
Graduated with diploma	100,195	42.0
Graduated with certificate	26,832	11.3
Reached maximum age	5,971	2.5
Dropped out	65,395	27.4
Other/unknown	40,186	16.8
Total	238,579	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

FIGURE 3.5

Percentage of Students With Handicaps 14 Years and Older Exiting the Educational System During School Year 1987-88 by Reason of Exit



SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

TABLE 3.7

Number and Percent of Students with Handicaps, 14 Years and Older, Exiting the Educational System by Basis of Exit: 1987-88 School Year

	Graduated with Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
Handicapping Condition	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
All conditions	100,195	42.00	26,832	11.25	5,971	2.50	65,395	27.41	40,186	16.84	238,579	100.00
Learning disabled	58,053	47.75	10,373	8.53	844	0.69	32,505	26.74	19,806	16.29	121,581	100.00
Speech impaired	3,719	35.07	854	8.05	140	1.32	1,881	17.74	4,011	37.82	10,605	100.00
Mentally retarded	18,335	34.50	11,419	21.49	3,241	6.10	14,241	26.80	5,905	11.11	53,141	100.00
Emotionally disturbed	10,552	30.95	1,702	4.99	498	1.46	13,683	40.14	7,656	22.46	34,091	100.00
Hard of hearing and deaf	2,541	56.61	506	11.27	256	5.70	664	14.79	522	11.63	4,489	100.00
Multihandicapped	1,374	35.04	794	20.25	640	16.32	640	16.32	473	12.06	3,921	100.00
Orthopedically impaired	1,645	48.61	418	12.35	121	3.58	556	16.43	644	19.03	3,384	100.00
Other health impaired	1,179	35.63	545	16.47	169	5.11	725	21.91	691	20.88	3,309	100.00
Visually handicapped	925	55.93	160	9.67	37	2.24	300	18.14	232	14.03	1,654	100.00
Deaf-blind	119	38.89	58	18.95	25	8.17	79	25.82	25	8.17	306	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

The total number of students exiting by basis of exit does not equal the sum of students exiting for individual handicapping conditions because some States did not report the handicapping condition of all exiting students. See data notes following tables in Appendix A.

TABLE 3.8

Basis of Exit for Students with Handicaps, All Conditions, 14 Years and Older, by Age: 1987-88 School Year

	Graduated with Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
Age Group	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
14	90	1.2	481	6.2	14	0.2	1,074	13.9	6,061	78.5	7,720	100.0
15	130	1.2	369	3.4	8	0.1	3,667	34.3	6,512	60.9	10,686	100.0
16	596	2.3	465	1.8	32	0.1	16,334	64.2	8,029	31.5	25,456	100.0
17	17,794	42.0	1,909	4.5	44	0.1	15,218	35.9	7,403	17.5	42,368	100.0
18	42,698	59.7	7,560	10.6	505	0.7	14,898	20.8	5,889	8.2	71,550	100.0
19	24,591	61.7	5,168	13.0	56	0.1	6,964	17.5	3,055	7.7	39,834	100.0
20	6,444	49.8	2,299	17.8	335	2.6	2,545	19.7	1,310	10.1	12,933	100.0
21	2,888	23.2	2,431	19.5	4,309	34.6	1,128	9.1	1,700	13.6	12,456	100.0
21+	400	20.0	593	29.7	668	33.4	111	5.6	227	11.4	1,999	100.0
14-21+	100,195	42.0	26,832	11.2	5,971	2.5	65,395	27.4	40,186	16.8	238,579	100.0

The figure for 14-21+ will not equal the sum of the figures for individual age years because Texas did not apportion children by individual age year.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

Table 3.8 shows how students of different ages tend to exit school. The most common means of exit for students ages 17, 18, 19 and 20 is graduating with a diploma. Those age 21 and over most frequently leave by reaching the maximum age for which services are provided by the State, as do those over 21 years. The majority of special education students who leave school at age 16 drop out (64.2 percent). The most common means of exit for 14 and 15 year olds is "other basis of exit."

The following section examines more closely the patterns of occurrence for different bases of exit, by age and handicapping condition: graduation with a diploma, graduation with a certificate, dropping out, and reaching the maximum age for services.

Graduating from Secondary School

OSEP's State-reported data show that of a total of 238,579 youth with handicaps age 14 and older who exited the educational system during the 1987-88 school year, about 53 percent exited by graduating. Forty-two percent of these students received a diploma and 11 percent received a certificate (table 3.8).[13] The U.S. Department of Education graduation rate for students as a whole is a much higher 71 percent.[14]

Among all handicapping conditions, students categorized as hard of hearing and deaf (57 percent) and visually handicapped (56 percent) were most likely to graduate with a diploma. Students with emotional disturbances were least likely to graduate with diplomas (31 percent), followed by those with mental retardation (35 percent), other health impairments (36 percent), and speech impairments (35 percent). (See table 3.7.)

School leavers age 18 and 19 were most likely to leave school by graduating with a diploma, at 60 and 62 percent of their age groups, respectively (table 3.8). Approximately 1 percent of 14 and 15 year olds and 2 percent of 16 year olds left school by graduating with a diploma.

Students categorized as mentally retarded (21 percent), multihandicapped (20 percent), and deaf-blind (19 percent) were most likely to graduate with a certificate in the 1987-88 school year. Students with emotional disturbances (5 percent), speech impairments (8 percent), and visual handicaps (10 percent) were least likely to graduate with a certificate.

Twenty-one year olds were most likely of all ages to leave high school by graduating with a certificate (30 percent), and 16 year olds were least likely to receive a certification upon leaving school (2 percent).

Dropping Out of School

For the 1987-88 school year, States reported to OSEP that a little over a quarter (27.4 percent) of special education school exiters were dropouts (table 3.6). Dropout rates by age group varied from 64.2 percent among 16 year old school leavers to 5.6 percent for exiters over 21.

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[13] Note that this percentage is derived from the ratio of high school graduates to the total of all special education school leavers, age 14-21+.

[14] Note that this percentage is derived by dividing the number of high school graduates by the 9th grade enrollment four years earlier.

Students with certain handicapping conditions are more likely than others to drop out. The highest percentage is found among students with serious emotional disturances (40.1 percent), making this the only category for which more dropouts are reported than graduates (see table 3.7). In contrast, only 14.8 percent of school leavers categorized as hard of hearing or deaf drop out.

The "other basis of exit" or "status unknown" category includes deaths and unreported transfers. However, it is likely that a large proportion of special education exiters reported as "other" or "unknown" are, in fact, dropouts who never officially reported this status to their schools. For school year 1987-88, States reported 40,186 students, or 17 percent of the school leavers, within this category (table 3.7).

When the reported dropouts are merged with those reported under the "other or unknown reasons for exit" category, a rate of 44 percent results. Therefore, the actual rate of dropouts among special education students probably lies between 27 and 44 percent.

When dropout rates reported in studies conducted on the State and local levels are compared with rates from OSEP State-reported data, the rate obtained from combining the dropout and other basis of exit categories is somewhat higher than those reported in the field, but falls into a similar range. State studies have reported dropout rates that range from 31 percent for mildly impaired youth in several districts in Florida (Fardig et al., 1985) and 34 percent in Vermont (Hasazi, Gordon, and Roe, 1985) to 40 percent for special education students in New Hampshire (Lichtenstein, 1987). Urban districts report higher rates. Dropout rates for youth with learning disabilities have been reported as high as 42 percent (Cobb and Crump, 1984), 47 percent (Levin, Zigmond, and Birch, 1985), 50 percent (Edgar, 1987), and 53 percent (Zigmond and Thornton, 1985).[15] The National Longitudinal Transition Study (NLTS), on a sample of 3,045 special education exiters, reported a national dropout rate of 36 percent for school years 1985-86 and 1986-87 (U.S. Department of Education, 1989).

Reached Maximum Age for Services

OSEP State-reported data for the 1987-88 school year show that 5,971 special education students left school by reaching the maximum age for which special education services are provided (table 3.6). This number, representing about 2.5 percent of the total exiting population, includes students age 17-25. Most likely to exit by reaching maximum age are students categorized as multihandicapped (16.3 percent), deaf-blind (8.2 percent), and mentally retarded (6.1 percent) (table 3.7). Following age eligibility guidelines, most students "age out" of the system (e.g., reach the maximum age) during their 21st year (35 percent of the exiters) (see table 3.8).

While Federal funds are available to students in special education programs through the age of 21, State mandates for upper age limits for special education service eligibility vary (see table 3.9) (NASDSE, 1989). Most States (23) provide special education services either through the age of 20 (up to age 21), or through the age of 21 (22 States). In most States, if students with handicaps complete their prescribed program by graduating, receiving a certificate of completion, or otherwise meeting State established criteria for program completion, eligibility for special education terminates, even if the student has not reached the maximum age. Additionally, in some States, services to students with handicaps may extend beyond the mandated age if districts also serve nonhandicapped students to a later age.

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[15] Whenever discussing dropout rates from multiple sources, it is important to note that variations occur and can be attributable to numerous factors, such as varying definitions of a dropout, data collection periods and ratios employed to obtain rates, among other factors.

ANTICIPATED SERVICES

Section 618 (b)(3) of the EHA requires the Secretary of Education to report data on the types of services anticipated to be needed by handicapped children and youth exiting the educational system. For school year 1987-88, States reported that the type of services most frequently needed for disabled youth leaving the special educational system were vocational/training services, followed by counseling and guidance (Appendix A, table AE1).

The service needs of exiting students vary considerably depending on their handicapping condition. Students with mental retardation are considered most in need of vocational/training services and vocational placement services, for example, while students with visual handicaps, emotional disturbances, other health impairments, and learning disabilities will be most in need of counseling and guidance and vocational/training services. Anticipated services for students who are orthopedically impaired or multihandicapped include vocational/training services and transportation, while students with speech impairments will require vocational/training services and vocational rehabilitation evaluations. Hard of hearing and deaf students will be most in need of counseling and guidance and interpreter services, while students who are deaf-blind will require residential and transportation services (Appendix A, table AE1).

In response to State reports of difficulties in collecting anticipated services data, OSEP is funding research at the American Institutes for Research and the Research Triangle Institute to develop student performance indicators. These performance indicators will be used to project adult service needs for students with handicaps after they leave school. A draft instrument of functional performance indicators has been developed and will be field tested in several States over the next year.

ASSESSING STUDENT OUTCOMES

The movement to provide appropriate services to high school students with disabilities who are making the transition to further education, employment, and independent living gained new ground during the late 1970s and throughout the 1980s. The last few years have also seen an increase in Federal and State efforts to evaluate the nature of these high school and transitional experiences of students with handicaps by assessing educational outcomes both in and out of school. OSEP has funded a number of activities which have allowed States and localities, as well as the Federal government, to better assess the needs of high school students in transition.

Data from the OSEP National Longitudinal Transition Study (NLTS), for example, provide an opportunity to examine the status and outcomes of high school students with disabilities as they make the transition from school to further education, employment, and

TABLE 3.9

State Mandates for Upper Age Limit for Eligibility for Special Education Services

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Children with handicaps are eligible for special education and related services through the ages listed below:

Through Age 17

Indiana

Through Age 18

Montana

Through Age 19

Maine

Through Age 20

Alabama
Arkansas
Colorado
Delaware
Hawaii
Idaho
Illinois
Iowa
Kentucky
Maryland
Minnesota
Mississippi
Missouri
Nebraska
New Hampshire
North Carolina
North Dakota
Oregon
Rhode Island
South Carolina
South Dakota
Wisconsin
Wyoming

Through Age 21

Alaska
Arizona
California
Connecticut
District of Columbia
Georgia
Kansas
Louisiana
Massachusetts
Nevada
New Jersey
New Mexico
New York
Ohio
Oklahoma
Pennsylvania
Tennessee
Texas
Utah
Vermont
Virginia
Washington

Table 3.9 (continued)

Through Age 22

West Virginia

Through Age 23/24

None

Through Age 25

Michigan

Other

Florida -- Children are eligible for 13 years of schooling beginning in kindergarten.

Notes:

1. In most States, eligibility for special education and related services terminates upon graduation or program completion as defined in State policy (e.g., fulfillment of IEP goals and objectives, or receipt of special diploma, or certificate of completion). If a student does not graduate or complete the program, eligibility continues through the age indicated.

2. In most States, students who are still in a program when they reach the upper age limit remain eligible to receive special education and related services through the end of that school term or year.

3. In most States where the upper age mandate is lower than the Federal mandate (through the age of 21), States may permit the continuation of services beyond the age mandated using Federal and local funds.

Source: NASDSE/FORUM, Summer, 1989.

independent living. This large, longitudinal study will describe current and former special education students over a three-year period, and produce data that are generalizeable to the national population of special education students. The first round of data from this source was reported in OSEP's *Eleventh Annual Report to Congress* as well as in this chapter. Upon completion of the second data collection of the NLTS in 1990, additional information on the nature of the transitional process will become available.

During the past year, OSEP-funded Project FORUM of the National Association of State Directors of Special Education conducted an analysis of State approaches to the assessment of student outcomes. When completed, this analysis will describe the purposes of selected State assessment initiatives, areas assessed, criteria and process employed for selection of specific areas, current or anticipated uses of the information obtained from the assessment, and applicability of the approach in other settings.

A number of studies have been funded through the State Education Agency/Federal Evaluation Studies Program: (1) to examine the impact of basic skills or minimum competency testing on students with handicaps; (2) to determine the relationship between secondary programming and postsecondary outcomes; and (3) to document the experiences of special education students after they exit secondary school. Under this program, the Colorado Department of Education is studying the effectiveness of special education programming at the secondary level based on student outcome and program quality indicators. The Connecticut State Department of Education is conducting a study using the Connecticut Mastery Test--a curriculum-based, criterion-referenced test that assesses basic skills--to determine the effectiveness of different programs for special education students. Connecticut's intention is to conduct a longitudinal statewide evaluation of academic outcomes for students receiving special education. The Michigan Department of Education is developing an extensive compilation of expected school outcomes required for post-school adjustment for students with handicaps. This information will be used by districts in redesigning their special education programs for students birth through 12th grade as well as their transitional programs and services. The Washington State Office of the Superintendent of Public Instruction is completing the evaluation of the impact of transitional services to discover whether students receive recommended services and whether those or other services enable students to make successful transitions to the adult world.

OSEP's Secondary Education and Transitional Services for Handicapped Youth Program, developed to assist handicapped youth in the transition from high school to postsecondary environments, made seven new awards to conduct follow-up and follow-along studies in 1989. Several grants went to develop school and community-based model tracking systems for youth with handicaps who complete or leave secondary programs; others funded efforts to revise curriculum and program options in light of outcome data.

One of these projects is a cooperative effort between the Easter Seal Society of Connecticut and the Bridgeport Public Schools to establish a follow-up/follow-along tracking system that will collect a uniform, minimum data set on all special education students beginning at age 14. In addition, the project will collect outcome data on students one to two years and three to five years after graduation or early leaving. The goal of this project is to more effectively plan current services and effect successful transitions. The Wyoming Division of Vocational Rehabilitation is conducting a similar project at the State level. The Kansas State Department of Education, as well as the Delaware Department of Instruction, will independently develop, implement, evaluate, and replicate a statewide, interagency follow-along system, and develop systematic procedures for utilizing follow-along outcomes to improve program quality and coordination at State and local levels.

CONCLUSION

This chapter has examined course taking patterns for students with handicaps in high school and described levels of academic achievement among students of different ages and disabilities. It has also detailed how special education students leave school--whether by graduating (through diploma or certification), dropping out, reaching the maximum age for services, or some other basis of exit. It has also noted some important research work in the field of transition from high school to further education, work, and independent living.

A key task of public schools in America is to successfully integrate each school-leaving generation into existing society, whether or not the students have handicaps. Toward that end, the Office of Special Education Programs' research on special education students in transition has been aimed at improving the current status and outcomes of such students in secondary school, further education, work, and independent living. This research has included the development of appropriate standards for the teaching of transitional skills to this population and the design of meaningful administrative and curricular programs for transition. Through such efforts, OSEP's goal is to facilitate the movement of each student with a handicap from a school/home environment to the fullest possible participation in the society at large.

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CHAPTER 4

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH HANDICAPS

In order to assist State and local education agencies in the provision of a free appropriate public education for all children with handicaps, the Federal government provides financial support through formula and discretionary grant programs that support the delivery of services to children with handicaps. Further, the U.S. Department of Education conducts program reviews for each State to monitor the development and implementation of policies and procedures required both by the Education of the Handicapped Act and the State-operated programs for children with handicaps of Chapter 1 of the Elementary and Secondary Education Act.

This chapter describes Federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with handicaps, consistent with EHA requirements. The chapter also describes two programs of financial assistance, the EHA-B State Grant Program and Chapter 1 of ESEA (SOP), and State expenditures for special education and related services. (Two other State grant programs that serve children with handicaps below age 6, the EHA Part H Program for Infants and Toddlers and the EHA Preschool Grant Program, were described in Chapter 2.) Chapter 4 concludes with a description of selected discretionary grant programs designed to assist States to implement the requirements of the Act and improve State capacity to meet the needs of children with handicaps.

FEDERAL PROGRAM REVIEW PROCESS

Section 612(6) of EHA-B provides that the State education agency (SEA) in each State is responsible for assuring that:

- The EHA-B requirements are carried out; and
- All educational programs for handicapped children administered within the State, including each program administered by any other public agency:
  - -- Is under the general supervision of the persons responsible for educational programs for handicapped children in the SEA; and
  - -- Meets educational standards of the SEA (20 U.S.C. 1412(6)).

This provision specifically designates the SEA as the central point of responsibility and accountability in the education of handicapped children within each State. Each SEA, as a recipient of EHA-B funds, is responsible for ensuring that all public agencies in the State comply with the program requirements. The term "public agency," as defined in the regulations for EHA-B, includes the SEA, local education agencies (LEAs), intermediate educational units (IEUs), and any other political subdivisions of the State which are responsible for providing education to handicapped children (34 CFR 300.11). (*See* the *comment* following 34 CFR 300.600.)

The Office of Special Education Programs (OSEP) uses a program review process to determine if SEAs are carrying out their responsibilities consistent with the requirements of EHA-B. Those program review procedures are described in this section. In order for a State to receive EHA-B funds, the SEA must:

- Submit a State Plan to the Secretary that meets EHA-B requirements, and sets forth:
    - The requisite content, including the policies and procedures it has established to meet those requirements; and
    - Assurances that it will adhere to all applicable Federal requirements.
- Exercise its general supervisory authority to ensure compliance with EHA-B requirements within the State;
- Review and approve applications for EHA-B funds from eligible public agencies in the State; and
- Monitor and evaluate educational programs assisted by EHA-B funds, as required by Sections 76.101 and 80.40 of EDGAR.

Following the passage of P.L. 94-142, efforts to monitor program implementation were intensified during the initial years of State and local efforts to establish policies, procedures, and practices to carry out the newly enacted EHA-B mandate. State data and studies conducted by OSEP, States, and others have documented the significant progress made since the initial publication of the regulations in improving the availability and quality of educational services for children and youth with handicaps. For example, aggregated State data presented in each Annual Report to Congress have documented continuing yearly increases in the number of children served under the program and the types and numbers of personnel providing services. More children have been served at younger ages. The *Ninth Annual Report* described the cyclical process being used by SEAs to monitor public agencies that provide direct services to handicapped children, and the continuing growth in SEA capacity to assess and assure conformity with EHA-B requirements.

The Federal program review activities described in this section are closely related to other OSEP activities described later in this chapter as part of a comprehensive system of overall assistance to States. Activities include: (1) policy formulation, review, and interpretation; (2) evaluation and systems development; (3) information production; and (4) technical assistance and dissemination. The purpose of the Federal program review process is to determine if SEAs are implementing the policies and procedures required by EHA-B and which have been approved in the State Plan. The program review process, used by both Federal and State agencies, is the means of assuring legal accountability (that is, compliance with Federal law and applicable State law) by the Department and by States receiving funds under EHA-B so that all children with handicaps receive needed special education and related services.

There are six system components, or kinds of activities, that are carried out within the Federal agency to monitor implementation of EHA-B by SEAs:

- Review of annual performance reports and other information;
- State Plan review and approval;
- Compliance monitoring review;
- Verification of Corrective Action Plan (CAP) implementation;
- Specific issue compliance monitoring review; and
- Complaint investigation and secretarial review of complaints.

It is anticipated that the monitoring process will continue to evolve and undergo adjustments in response to changing or new management needs. During the 1988-89 school year, significant improvements were made in strengthening the timeliness of the monitoring process. Specifically, the backlog of incompleted monitoring reports was eliminated. OSEP is currently piloting several additional refinements in its monitoring process in order to achieve full integration of the various components of the system, and to make the system more reliable and valid. For example, OSEP is now holding public meetings in States six weeks in advance of on-site monitoring visits to obtain input that will assist in selecting programs to be visited as well as to increase information about the State. OSEP is also expanding its document and source review prior to and during on-site monitoring in order to obtain additional information about the implementation of SEA policies and procedures. Further, OSEP is piloting procedures to strengthen the corrective action process, including its procedures for verifying the completion by an SEA of the required corrective actions.

Review of Annual Performance Report and Other Information

In addition to their triennial State Plans, SEAs submit to OSEP annual reports and other data required under EHA-B, including the number of children receiving special education and related services, the settings in which those services are provided, and the number of children exiting from special education. SEAs also provide estimates of the anticipated transitional services needed for those youth exiting the system, identify the types and number of personnel employed and those needed, describe services needing improvement, and report on State and local funding for special education programs. OSEP examines, in addition to those data, survey results and other information from Federal and State agencies. By reviewing and assessing these data, OSEP may identify trends that raise concerns about the implementation of Federal law.

Verification and Support of Corrective Action Plan (CAP)

If it is determined through a compliance monitoring review that an SEA has not met all requirements, that SEA develops a corrective action plan (CAP) that responds to the monitoring report. After OSEP approves the CAP, the agency provides any requested technical assistance and follows up to be certain corrective actions have been carried out.

Specific Issue Compliance Monitoring Review

Through this component-specific compliance monitoring review, OSEP may conduct off-site or on-site reviews of SEA responsibilities, in one State or local agency or across several agencies, when the compliance history indicates the need for such a special undertaking.

State Plan Review and Approval

OSEP determines the consistency of State policies, procedures, and practices with EHA-B and other Federal requirements through two distinct, but related components:

- State Plan review and approval activities; and
- Compliance monitoring review activities.

Through these activities, OSEP identifies and assesses areas in which a State is not meeting EHA-B requirements. Table 4.1 illustrates how the two sets of activities interact as OSEP collects and assesses data on a State's compliance performance and intervenes, as needed, to achieve compliance.

Review Schedule

In the 1985-86 school year, OSEP instituted a staggered State Plan review schedule under the authority of EDGAR, at 34 CFR 76.103(b), which states:

> If the Secretary determines that the 3-year State Plans under a program should be submitted by the States on a staggered schedule, the Secretary may require groups of States to submit or re-submit their plans in different years.

Adoption of the staggered three-year State Plan review schedule was intended to serve two purposes. First, multiyear submissions by each State and fewer annual State Plan reviews by OSEP could improve management, conserve resources, and permit earlier completion of the review and approval process at both State and Federal levels. Second, compliance monitoring reviews could be coordinated more closely with State Plan review activities, by scheduling States on concurrent cycles for these components. The purpose was to enable OSEP to review a State Plan then, several months later, to monitor implementation of the State Plan on-site in a State. OSEP has maintained a three-year State plan review, but has lacked sufficient staff to monitor on-site every three years, so that the two activities have become unsynchronized. As a result, a four-year cycle for compliance monitoring has been implemented.

TABLE 4.1

Relationship of State Plan Review and Compliance Monitoring Review

Mutual objective:

To measure, at periodic intervals, the extent to which each State is meeting Federal requirements

State Plan Review and Approval Activities	**Compliance Monitoring Review Activities**
Determining eligibility for a grant --	
Each State submits its plan to the agency on a staggered three-year schedule	OSEP findings from on-site monitoring may indicate needed State Plan changes
Collecting and assessing compliance data --	
OSEP reviews each State Plan and related documents and assesses the consistency of State policies and procedures with Federal law	OSEP uses data from review of a State Plan and related documents to develop the State's monitoring plan OSEP monitors on-site to collect evidence to refute or confirm compliance concerns
Achieving compliance --	
OSEP and the State resolve any inconsistencies before the plan is approved	The State submits a CAP for OSEP review and approval; OSEP follows up to verify implementation of the CAP

State assignments and groupings under the staggered State plan review schedule are shown in table 4.2. In the spring of 1989, the 19 States in Group III submitted their plans for the full three-year period covering FYs 1990, 1991, and 1992.

State Plan Requirements

State Plans must contain all information within the body of the plan itself, and not incorporate by reference any provisions from a prior year's approved plan. The plans must include copies of all State statutes, regulations, and other standards used by the State in implementing the various EHA-B requirements. In addition, policies or procedures included in the plans to meet certain EHA-B provisions must include guidance on how public agencies under the SEA's supervision can ensure compliance with Federal and State law. Other documents that accompany the State Plans include manuals, data guides, or check lists that are used to review LEA applications for subgrants under EHA-B or to conduct monitoring reviews of public agencies that serve children with handicaps.

SEAs must document for OSEP that the requirements for public participation were met, including that hearings be held in more than one location and that SEAs document those requirements (*see* 34 CFR 300.280 - 300.284 and 76.101).

Resolution of Issues

The Secretary of Education must, under Section 613(c)(2) of EHA-B, disapprove any State Plan and any modification of that plan that does not meet the requirements of Section 613 (a) and (b). (The program regulations for implementing those statutory requirements are contained in 34 CFR 300.120 - 300.153.) Table 4.3 lists a number of issues found and resolved in State Plans prior to approval for funding. The information came from reviews of State Plans for FYs 1988-90, FYs 1989-91, and FYs 1990-92 conducted in 1987 through 1989.

There were no clear trends in the types of issues and concerns likely to be found in State Plan submissions. In each review cycle, OSEP has found varying concerns. From year to year the problems identified change and the problems differ from State to State as well. It should be noted that in FY 1987, all States had to amend their State Plans to conform to the amendments to EHA-B made by P.L. 99-457. That year, a number of common compliance issues were found among a group of States that had not developed the new procedures and policies required under Section 613(a) of the revised statute.

Compliance Monitoring Review

Section 616(a) of EHA-B requires the Secretary to withhold funds, after giving the State and any affected public agency reasonable notice and an opportunity for a hearing, if the Secretary

> finds (1) that there has been a failure to comply substantially with any provision of Section 612 or Section 613, or (2) that in the administration of the State plan there is a failure to comply with any provision [of EHA-B] or with any requirements set forth in the application of a local educational agency or intermediate educational unit approved by the State educational agency pursuant to the State plan....

TABLE 4.2

Groupings of States for State Plan Submission

Group I: State Plans submitted for FY 88-90 in 1987; State Plans to be submitted for FY 91-93 in 1990

Arkansas
California
Commonwealth of the Northern Marianas
Delaware
Georgia
Guam
Hawaii
Indiana
Kansas
Kentucky
Louisiana
Maryland
Massachusetts
Minnesota
Nevada
Ohio
Oklahoma
Rhode Island
South Carolina
Texas
West Virginia

Group II: State Plans submitted for FY 89-91 in 1988

Alabama
Alaska
Bureau of Indiana Affairs
Colorado
Florida
Maine
Michigan
Mississippi
Missouri
Nebraska
New Jersey
New Mexico
Oregon
Pennsylvania
Tennessee
Vermont
Virgin Islands

Group III: State Plans submitted for FY 90-92 in 1989

American Samoa
Arizona
Connecticut
District of Columbia
Idaho
Illinois
Iowa
Montana
New Hampshire
New York
North Carolina
North Dakota
Puerto Rico
South Dakota
Utah
Virginia
Washington
Wisconsin
Wyoming

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

TABLE 4.3

Types of Issues Identified in Several State Plans Submitted in the 1987 Through 1989 Review Cycle

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Issues in Group I States (FY 88-90 State Plans)

Due process and procedural safeguards (*see* 34 CFR 300.131)	• Procedures to safeguard access to due process hearings
	• Ensuring impartiality of hearing officials
	• Adequacy of prototype parent notices
	• Inclusion of statements on parent inspection of education records
	• Assuring a reasonable time for a parent to challenge agency decisions after receiving the prior written notice required under EHA-B
Protection in Evaluation Procedures (*see* 34 CFR 300.133)	• Procedures to ensure nondiscriminatory evaluations
Right to free appropriate public education (*see* 34 CFR 300.121)	• Presence of interagency coordination to ensure services to children under the care of noneducational agencies
	• Conformity of definitions of certain handicapping conditions to ensure coverage for services
Individualized education programs (IEPs) (*see* 34 CFR 300.130)	• Demonstrating assurance of parents' rights in the process
	• Ensuring that IEPs are developed before placement in special education
Rights to privacy and confidentiality (*see* 34 CFR 300.129)	• Adequacy of content to assure that parents are informed of rights

Table 4.3 (continued)

Issues in Group II States (FY 89 - 91 State Plans)

Public participation (*see* 34 CFR 300.280 - 300.282)	• Assuring public awareness of and access to all parts of State Plan
Individualized education programs (IEPS) (*see* 34 CFR 300.130)	• Inclusion of statements to ensure that: 1) IEPs are developed as soon as possible after determination of children's eligibility for service; or 2) IEP meetings are conducted for private school children; or 3) written notice is given to parents a reasonable time prior to IEP meetings
Least restrictive environment (*see* 34 CFR 300.132(a))	• Inclusion of procedures for ensuring children's access to nonacademic and extracurricular activities and services • Inclusion of arrangements made with public or private institutions to ensure compliance with LRE requirements for children in those settings placed by public agencies
Comprehensive system of personnel development (*see* 34 CFR 300.139)	• Inclusion of description of results of annual assessments of preservice personnel training needs • Inclusion of description of target populations to be assisted through inservice training
Interagency agreements in providing services (*see* 34 CFR 300.152)	(Prior to publication of final regulations for 20 U.S.C. 1413(a)(13)) • Inclusion of policies and procedures to define financial responsibilities of various agencies responsible for children with handicaps • Inclusion of policies and procedures to resolve interagency disputes • Inclusion of policies and procedures to secure reimbursement for serving other agencies' children • Describing plans for developing interagency agreements

Table 4.3 (continued)

Establishment of personnel standards (*see* 34 CFR 300.153)	(Prior to the publication of final regulations for 20 U.S.C. 1413(a)(14)) • Developing a procedure for determining which State agency personnel standards were the highest requirements applicable to special education providers • Describing a plan for hiring or retraining personnel to meet those standards
Issues in Group III States (FY 90 - 92 State Plans)	
Due process and procedural safeguards (*see* 34 CFR 300.131)	• Ensuring that due process hearings and administrative reviews are resolved in accordance with required timelines, unless the presiding official grants a party's request for extension • Assuring that requirements are met regarding impartiality of hearing or reviewing officials and the finality of decisions by those officials
Complaint management (*see* 34 CFR 76.780 - 76.783)	• Developing and using written procedures that ensure resolution of all complaints, including those that could be the subject of a due process hearing
Services to private school children (*see* 34 CFR 300.140)	• Ensuring that policies and procedures make provisions for serving children with handicaps enrolled in private schools by their parents
IEPs (*see* 34 CFR 300.130)	• Ensuring that EHA-B requirements governing the development, review, or revision and the content of IEPs are met • Application of EHA-B requirements to the process of determining eligibility for services and placement

Source: State Plans and related documents submitted to the U.S. Department of Education, interviews with OSEP staff, and the *Tenth* (1988) and *Eleventh* (1989) *Annual Report To Congress on the Implementation of the Education of the Handicapped Act.*

Periodic compliance monitoring reviews are conducted for each State as part of the Federal program review process. Representatives of the U.S. Department of Education make site visits to review program accomplishments and provide such technical assistance as may be required. A compliance monitoring review includes on-site visits to the SEA, other agencies providing services to handicapped children, and to selected school districts within the State. The purpose of these visits is to determine the extent to which SEA policies and procedures previously approved in the State Plan are being implemented. Table 4.4 contains the schedule of monitoring visits for school years 1988-89 and 1989-90.

Seven on-site reviews were completed during the 1988-89 school year, after the schedule was revised to clear out a backlog of overdue monitoring reports that accumulated in the previous three years of visits. As shown in table 4.4, monitoring visits in 1989-1990 will be conducted in 16 States and outlying areas. These periodic on-site reviews of SEA administration of a State's EHA-B program are organized around the six key activities described in table 4.5.

All of the activities listed in table 4.5 have been described in detail in previous Annual Reports. A brief review follows of the procedures used for, and the documents produced through two activities: Activity 5: Monitoring Reports and Activity 6: Approval of State Corrective Action Plan (CAP).

Monitoring Reports

During FY 1989, the Department of Education succeeded in issuing compliance monitoring reports of its reviews of EHA-B programs on a timely basis (draft findings issued approximately 60 days after on-site visits). The first report issued is a draft or "pre-decisional" version of the findings. It is subject to change in the event the SEA submits persuasive new evidence regarding compliance. The compliance monitoring review procedures provide 30 days for the SEA to review and comment on the accuracy and completeness of the draft and to state any concerns it has about the stipulated corrective actions it must carry out. If a State requests additional time, extensions of this 30-day timeline are granted. The draft report is amended, if warranted, and the final monitoring report is issued to the SEA. Final reports are distributed routinely by OSEP to persons who attend the public hearings held as part of the process and also are available to the general public upon written request.

Approval of State CAP

An SEA develops and submits a corrective action plan (CAP) to OSEP to remedy any compliance issues addressed in the monitoring report. In recent years, some States have exercised commendable initiative in taking corrective action immediately upon receipt of the draft report. At a minimum, a CAP includes the following:

1. Activities and steps the SEA will take to remedy the effects of past non-compliance and to comply with the Federal requirements.

2. A time frame for completion of steps.

TABLE 4.4

Schedule of Compliance Monitoring Reviews

Monitoring Visits Conducted in School Year 1988-89		
September 1988	Iowa Michigan	
December 1988	New Mexico	
February 1989	Connecticut Montana	
March 1989	Utah	
May 1989	New Hampshire	
Monitoring Visits Planned for School Year 1989-90		
September - December 1989	Idaho Illinois South Dakota	Virginia Wyoming
January - April 1990	Arizona American Samoa Commonwealth of the Northern Marianas Delaware Guam	Hawaii Louisiana Maryland Massachusetts North Carolina Republic of Palau

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

TABLE 4.5

OSEP Program Review Process for Compliance Monitoring Review

Activity 1: *Monitoring Schedule*	1.	Negotiate dates with States in the current school year.
	2.	Provide formal notice of dates to the SEA and others.
Activity 2: *Monitoring Plan*	1.	Use information from the State Plan review and other data to develop a monitoring plan for a State.
	2.	Hold one or more public meetings before the on-site visit to hear concerns of interested persons in the State.
	3.	Meet with SEA officials to finish planning the on-site visit.
Activity 3: *On-site Review*	1.	Interview SEA, LEA and other public agency staff.
	2.	Review files and student records.
	3.	Obtain data from other State and local service providers.
	4.	Note exemplary programs and practices.
	5.	Discuss preliminary findings with SEA staff in exit conference.
Activity 4: *Assessing Compliance*	1.	Analyze all information obtained to determine problem areas.
	2.	Develop proposals for corrective actions if the SEA is not meeting requirements.
Activity 5: *Monitoring Reports*	1.	Issue a draft report to the SEA for review and comment.
	2.	Receive and review the SEA response and any additional information submitted by the SEA.
	3.	Issue and publicly distribute the final report.
Activity 6: *Approval of State CAP*	1.	Review and respond to a State's proposed corrective action plan (CAP) for meeting Federal requirements.
	2.	Approve a State's CAP.
	3.	Verify completion of a State's CAP.

3. Documentation to be submitted to verify progress in completing the corrective actions.

4. Any item needing clarification.

OSEP reviews the CAP and either approves it or requests modifications. Until FY 1989, OSEP approved a CAP only if all of the proposed plans for corrective actions were acceptable. Under a new procedure, if the entire CAP cannot be immediately approved, and if there are several areas for which corrective actions must be taken, OSEP notifies the State as the plan for a particular area is approved for implementation. This notification procedure was requested by SEA officials at the recent biannual meetings OSEP held to exchange information with SEA officials on the impact, effectiveness, and needs of programs assisted under EHA and related legislation.

Report of Monitoring Findings

Section 618(f)(2)(C) of EHA-B requires the Secretary to include in each Annual Report a description of findings and determinations resulting from monitoring reviews of State implementation of EHA-B. The *Ninth*, *Tenth*, and *Eleventh Annual Reports* summarized findings from 20 final monitoring reports issued during FY 1986, FY 1987 and FY 1988, respectively. The following discussion presents the findings from 10 final reports issued in FY 1989 and compares those findings with data from the 20 final reports issued prior to FY 1989.

The organization of the discussion follows the legal requirements in areas of SEA responsibility established by EHA-B, the Department's implementing regulations for EHA-B (codified at Part 300 of Title 34 of the Code of Federal Regulations), and EDGAR (particularly, Parts 76 and 80 of Title 34 of the Code of Federal Regulations). In the initial years of EHA-B implementation, the compliance monitoring review process was designed to conduct on-site investigations of all EHA-B requirements. In recent years the monitoring review activities have become more focused since States have significantly improved their implementation efforts. In 1984, OSEP identified 15 discrete areas of administrative responsibility for SEAs under EHA-B:

- SEA monitoring,
- SEA review and approval of LEA applications,
- Complaint management,
- General supervision,
- Due process and procedural safeguards,
- Child count,
- Program evaluation,
- Least restrictive environment (LRE),
- Surrogate parents,

- Comprehensive system of personnel development (CSPD),
- Administration of funds,
- Confidentiality,
- Individualized education programs (IEPs),
- Student evaluation, and
- Private schools.

Current compliance monitoring reviews are based on plans tailored to the specific State under review, as previously explained. Generally, each plan includes, at a minimum, the following five core areas for on-site examination:

1) SEA monitoring,
2) SEA review and approval of LEA applications,
3) Due process and procedural safeguards,
4) LRE, and
5) IEPs.

In some instances, the monitoring plan will include other areas to accommodate specific compliance concerns that may have come to the attention of the monitoring team through complaints, written inquiries, public hearings, or information obtained on-site. Since 1988, the individualized State monitoring plans do not call for the review of all responsibilities within an area of SEA responsibility if the information available before the on-site visit does not suggest a need to do so.

The following section discusses findings from the monitoring reports released in FY 1989. It presents some of the areas in which reviews found that SEAs were not meeting their responsibilities. It notes the kinds of corrective actions that SEAs must complete to conform to the legal requirements. (The specific corrective actions required by OSEP, however, vary according to the extent and nature of the compliance issues addressed for a State.) The five core areas of compliance are discussed first, followed by some additional areas of concern.

SEA Monitoring. Under EDGAR and EHA-B, SEAs must:

- Develop and use procedures to monitor subgrantees;
- Assure that each program (such as the EHA-B program) will be administered in accordance with all applicable statutes, regulations, State Plans, and applications;
- Adopt and use proper methods for administering each grant program, including:

- monitoring of agencies, institutions, and organizations responsible for carrying out each program, and the enforcement of any obligations imposed on those agencies, institutions, and organizations under the law; and

- correction of deficiencies in program operations that are identified through monitoring and evaluation.

(*See* 20 U.S.C. 1232d (b)(3)(A) and (E); 34 CFR 76.101, 76.772(a)(4); 80.40(a); and 300.556(b)(2).)

As was the case in monitoring reports issued prior to FY 1989, all 10 of the FY 1989 reports documented concerns about each of the SEAs' monitoring and enforcement procedures and practices. While the procedures and monitoring instruments in use generally reflected the complex provisions of EHA-B, some modifications were called for. Monitoring procedures or instruments within 10 SEAs were not designed to collect information sufficient to determine whether public agencies were meeting certain requirements. OSEP monitors found, for example, that those SEAs had not evaluated and identified inconsistencies in:

- statements of parents' rights in the written notices required to inform parents of certain agency actions;

- the adequacy of the content of IEPs; or

- ensuring that parents' rights to initiate due process hearings were not denied or delayed through compulsory mediation or other administrative procedures.

OSEP called for corrective actions to revise the State monitoring system in each of the 10 SEAs, to identify inconsistencies with EHA-B requirements, and to train SEA monitoring personnel regarding the revisions.

In addition, in 16 of the 20 reports issued before FY 1989 and in four instances in the FY 1989 reports, OSEP monitors found insufficient follow-up by SEAs to achieve compliance after identifying non-compliance in local implementation. In various instances:

- SEAs offered only technical assistance, and relied solely on voluntary compliance by public agencies;

- OSEP monitors found inconsistencies that were cited in SEA monitoring reports from previous years; and

- SEAs approved CAPs from public agencies that contained assurances rather than documentation that corrective actions had been or would be taken. For example, two SEAs approved a CAP that did not ensure that appropriate multidisciplinary evaluations would be performed for special education students who were enrolled on the basis of incomplete or improper procedures.

OSEP directed States to (1) revise their monitoring reports and instruments; (2) submit written procedures to ensure the collection, analysis, and maintenance of relevant compliance information; and (3) document that appropriate enforcement action had been taken to identify and correct continuing concerns. All States have complied with the directive. In fact, four of the 10 SEAs cited in the FY 1989 reports implemented corrective actions to upgrade their monitoring systems immediately after receiving the draft monitoring report from OSEP. Such voluntary SEA actions, taken in such a timely manner, work to the benefit of children with handicaps in the State.

SEA Review and Approval of LEA Applications. Under EHA-B and EDGAR, the SEA is responsible for:

- Developing procedures that include all the requirements that applicants must follow in completing and submitting applications for EHA-B funds;

- Assisting applicants in applying for funds;

- Approving only those applications that meet the requirements of the Federal program statutes and regulations that apply to that program; and

- Ensuring that significant changes in applications are made in accordance with procedures used for submitting initial applications.

(*See* 34 CFR 76.305, 76.400(b) and (d); 76.770(b) and (d); and 300.180 *et seq.*)

Twelve of the 20 SEAs (60 percent) monitored before FY 1989 were cited for having procedures that did not identify all the content items required in applications. Thirteen (65 percent) of those SEAs did not disapprove all of the LEA applications that failed to comply with applicable legal requirements. In 10 FY 1989 reports, OSEP identified compliance concerns in LEA application procedures and requirements. The extent of inconsistencies with EHA-B rules that were noted varied greatly among the States. The EHA-B regulations under 34 CFR 300.180 *et seq.* contain numerous content requirements for an LEA application for a subgrant. Some LEA subgrant applications showed as few as three discrepancies, while one omitted as many as 55 different requirements. Two of the 10 SEAs were cited for not meeting the requirements regarding procedures to be used if significant changes in the initial application require its amendment. This finding contrasts markedly with the situation prior to FY 1989, when nine of the 20 States were cited for this discrepancy. Generally, the types of concerns noted in the FY 1989 reports were similar to those found in previous years; namely, ensuring that applications:

- Contain the policies and procedures required under EHA-B;

- Contain substantive information when required rather than only assurances; and

- Include the assurances and other information required under both EHA-B and EDGAR.

To correct these inconsistencies, SEAs develop and implement CAPs to revise their application process in the following ways. First, the SEA must notify all eligible applicants of all the information to include in their applications. Next, SEAs must review all applications to determine whether all applicable requirements of EHA-B and EDGAR are met; SEAs must approve only applications that meet those standards. The SEA's CAP also must describe the personnel training, technical assistance, and dissemination activities it will offer public agencies in the State to ensure that the requirements are met.

Due Process and Procedural Safeguards. SEAs have a duty to ensure that due process procedures and other procedural safeguards are available to parents and children with handicaps. In addition, each SEA is required to carry out specific responsibilities to ensure that public agencies comply with the EHA-B regulations setting forth due process and procedural requirements. SEAs must:

- Include procedural safeguards in the State Plan that ensure that the EHA-B regulatory requirements are met;
- Include, in the State Plan, procedures established to inform each public agency of its responsibility for ensuring effective implementation of the procedural safeguards;
- Require public agency applications for EHA-B funds to include assurance that the agency has procedural safeguards that meet the EHA-B regulatory requirements; and
- Monitor public agencies to ensure their establishment and implementation of the EHA-B regulatory requirements.

(*See* 34 CFR 300.131, 300.136, 300.237, 300.500 - 300.514; *see also* 76.101.)

The due process procedures and procedural safeguards set forth in EHA-B regulations require that public agencies provide parents with written notice a reasonable time before proposing or refusing to initiate or change their child's identification, evaluation, or educational placement, or to provide a free appropriate public education (*see* 34 CFR 300.504(b)). Other requirements pertain to parent consent prior to preplacement evaluation or initial placement in special education, the availability of impartial hearings and administrative reviews of those hearings, protection of children in evaluation procedures, inspection of and confidentiality of education records, surrogate parents, and least restrictive environment. Interpretation of the statutory and regulatory standards in this area continues through court decisions and OSEP policy review and formulation. As was stated in prior annual reports, all States have established systems to meet the often complex and detailed legal requirements in this area. Difficult compliance issues arise, nonetheless, because of differing State and Federal interpretations of some requirements and differing perceptions of minimum appropriate implementation procedures.

In FY 1989, as in earlier years, monitoring reports addressed a variety of due process issues. The most frequently occurring due process item in the 10 FY 1989 reports (affecting 40 percent of reports) concerned the completeness of the explanation of procedural safeguards available to parents in the written prior notice sent to them (under the rules at 34 CFR 300.504 - 300.505), which pertain to the events that trigger the notice requirement and specify the notice contents. The next most frequent item (occurring in three of the 10 FY 1989 reports) concerned whether public agencies had established all the procedural safeguards that Federal law mandates for parents and children. In addition, in the FY 1989 reports, other due process and procedural safeguard issues noted in one or more States included:

- Not meeting the timelines for issuing hearing decisions in cases where the hearing official had not granted requested time extensions;
- Ensuring the finality of a hearing official's decision unless it is overturned through an EHA-B appeal process;
- Identifying all children in need of surrogate parents;
- Imposing unreasonably short time limitations on parents' right to initiate due process hearings; and
- Compulsory attendance at settlement conferences prior to initiating due process hearings.

Three of the 10 States cited in the FY 1989 reports for not meeting some requirements implemented corrective actions after the draft report was received that sufficiently addressed some compliance concerns. In the two areas where the bulk of due process compliance issues rested, corrective actions employed by SEAs included: (1) revising guidelines in their manuals for agency applications; (2) revising policies and procedures; (3) informing public agencies of the EHA-B requirements; and (4) monitoring for implementation of those requirements. In one instance, the SEA had permitted public agencies to use the State regulations themselves as written prior notice. Those regulations, however, omitted some of the procedural safeguards available to parents, and were not written in language understandable to the general public (*see* 34 CFR 300.505(b)(1)). OSEP notified the State to cease this practice and require that a notice consistent with the EHA-B be sent to the parents.

Least Restrictive Environment (LRE). In accordance with 34 CFR 300.550(a) and (b), SEAs must ensure that each public agency establishes and implements procedures that meet, in addition to the specific requirements under 34 CFR 300.551 - 300.556, the general requirement that:

- To the maximum extent appropriate, children with handicaps, including those in public or private institutions or other care facilities, are educated with children who are not handicapped; and
- Special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature and severity of the handicap is such that education in regular classes cannot be achieved satisfactorily.

The SEA also is required to carry out certain activities in meeting its responsibility, specifically:

- To include procedures in its State Plan to ensure that the requirements of sections 300.550 - 300.556 are met;

- To require public agencies to establish and implement the procedures referred to under the above-cited requirements;

- To require that the public agency procedures be included in an application for a subgrant;

- To fully inform teachers and administrators in all public agencies of their responsibilities under Federal regulations in this area and provide them with needed technical assistance and training; and

- To monitor to ensure that public agencies implement the Federal requirements cited above.

(*See* 34 CFR 300.132 and 300.227; 76.101.)

In the FY 1986-88 monitoring reports for 20 States, 18 of the SEAs had not met one or more of the responsibilities in this area. Eight of the 10 States in the FY 1989 final reports were so cited. Four of the eight States needed mainly or solely to correct their monitoring procedures. In those four States, OSEP monitors were unable to find any SEA monitoring data to demonstrate compliance with the LRE requirement. In four other States, OSEP monitors found that State procedures, rather than local implementation, did not conform to EHA-B. The State procedures and policies established in those four States failed to ensure that (1) a continuum of alternative placements was available to meet the needs of each handicapped child, and that (2) placement was based on a child's IEP. OSEP found that LEAs in those States were following SEA-recommended program models and placing some children in separate centers based on a category of handicapping condition, contrary to EHA-B requirements. For example, staff interviews in one LEA documented that

> All children [in this district] who are classified under the State categories of "trainable mentally handicapped" or "profoundly mentally handicapped" are enrolled in one of the two special centers. In order for a child who is classified as trainable mentally handicapped to be placed in a program in the regular educational setting, the child would have to be reclassified as "educable mentally handicapped."

In some instances, OSEP required SEAs to develop extensive CAPs to expand the range of available placements for children with moderate to severe handicaps who had been considered for placement only in separate facilities. Achieving compliance with the LRE provisions often entailed:

- development or revision of statewide policies and procedures;

- a timetable for the adoption and dissemination of the new standards and procedures;

- submission of the proposed changes for OSEP approval;

- sending information memoranda to program officials and parents to inform them of the new policies and procedures to be instituted;

- training for all agency staff concerning the new procedures; and

- interconnected revision of and training on monitoring procedures and instruments for SEA use.

Individualized Education Programs (IEPs). Each SEA is required to ensure that each public agency develops and implements an IEP for each of its children with handicaps. Various provisions in the EHA-B regulations set forth requirements for public agencies in developing, implementing, reviewing, and revising those documents (*see* 34 CFR 300.341 - 300.349 and Appendix C, 34 CFR Part 300).

SEAs have specific responsibilities to carry out to ensure compliance by public agencies. They must--

- Include in the State Plan:
    - -- A copy of each State statute, policy, and standard that regulates the manner in which IEPs are developed, implemented, reviewed, and revised; and
    - -- The procedures that the SEA follows in monitoring and evaluating those IEPs.

- Require LEA applications for EHA-B funds to include procedures to assure that the LEA complies with sections 300.340 - 300.349.

(*See* 34 CFR 300.130(b) and 300.235.)

More recently, OSEP has been increasing its efforts in reviewing whether SEA monitoring standards regarding IEPs conform to Federal requirements, with particular reference to the guidance on the IEP rules contained in 34 CFR Part 300, Appendix C--"Notice of Interpretation." Prior to FY 1989, OSEP generally monitored all IEP requirements, including whether IEPs were in effect before children were counted for funding, the rules for parent notice of and participation in IEP meetings, whether other required participants were present at IEP meetings, and whether the IEPs contained all necessary information.

In FY 1988 and FY 1989 monitoring reviews, OSEP gave special attention to the SEA's monitoring to ensure that the IEP of each child with a handicap contains all the information set forth at section 300.346. That provision specifically requires that each IEP contain: (a) a statement of the child's present levels of educational performance; (b) a statement of annual goals, including short-term instructional objectives; (c) a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs; (d) the projected dates for initiation of services and the anticipated duration of the services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Instances are still found where certain elements of IEPs are missing (such as evaluation procedures and schedules for annual determination of whether short-term instructional objectives are achieved). More often, however, the type of compliance queries posed in reviewing student records are:

- Does the statement of the child's present level of educational performance accurately describe the effect of the child's handicap in any area of education that is affected?
- Where such descriptions are provided, are they written in objective measurable terms, to the extent possible, and useful in the development of goals and objectives for that child?
- Is the amount of time committed to each of the related services stated in the IEP in a manner clear to all involved in the development and implementation of the IEP?

In eight of the 10 FY 1989 reports, OSEP monitors found instances in which SEAs were not ensuring that the contents of IEPs were consistent with EHA-B requirements. In addition to scrutiny of the contents of individual IEPs, OSEP monitors also check compliance with other IEP requirements such as the content of the notices of IEP meetings sent to parents and that meeting participants are identified. Other issues involving SEA responsibilities were noted in eight of the 10 FY 1989 reports. In one State, the regulations did not fully conform to EHA-B requirements. Under that State's rules, public agencies were permitted to develop short-term instructional objectives after special education services had been initiated. Under EHA-B, services must be provided in conformance with an IEP that is in effect (*see* 34 CFR 300.341(a) and 300.342(b)(1)). One SEA voluntarily undertook corrective action, after receiving the draft monitoring report, to end the practice in some localities of placing students in 30-day diagnostic placements and providing them with special education services without an IEP being in effect. The SEA had not specified the IEP requirement for students in those interim placements. Two States did not meet their responsibility to ensure that a meeting is held at least once a year to review, and if necessary, to revise the IEP of each child. In addition, both SEAs did not use appropriate monitoring procedures to identify these deficiencies. All eight States that were found to have IEP deficiencies submitted CAPs specifying that to remedy the inconsistencies with EHA-B requirements they would provide technical assistance to LEA personnel and revise their SEA monitoring practices.

Findings in Other Areas of SEA Responsibilities. The remaining compliance issues addressed in FY 1989 monitoring reports fell in the areas of complaint management, administration of funds, general supervisory responsibility, private schools, and free appropriate public education.

Complaint management. Under EDGAR provisions, an SEA is responsible for adopting written procedures for receiving and resolving any complaint that the State or a subgrantee is violating a Federal statute or regulation that applies to a program (34 CFR 76.780(a)(1)). OSEP is responsible for ensuring that each SEA, consistent with its general supervisory responsibility, implements a complaint management system that satisfies the requirements in 34 CFR 76.780-76.782 of EDGAR. About one-half of the final reports for 20 States reviewed prior to FY 1989 identified concerns about one or more phases of

State implementation of the EDGAR complaint requirements. In those reports, the most frequent compliance issue was meeting the requirement to resolve complaints within the required time frame of 60 calendar days (*see* 34 CFR 76.781(a)(2)). In contrast, only one of the FY 1989 monitoring reports notified a State that it had not met an implementation responsibility in this area. The SEA in this case had adopted complaint procedures that allowed it to refuse to receive and resolve any complaint that could constitute the basis for a due process hearing, even if the complainant parent had not exercised the option to file for a hearing. OSEP required the SEA to submit a CAP that included a timetable for amending its procedures. The SEA also must submit copies of the amended complaint procedures and the notice to inform public agencies of the revised procedures.

Administration of funds. Each SEA is responsible for taking whatever action is necessary to properly administer special education programs in the State and to avoid illegal and improper use of funds by the State. One of the 10 FY 1989 final reports addressed this area. The SEA was required to submit and implement a CAP detailing how it will ensure that EHA-B funds will no longer be used to pay staff who monitor programs for children who are gifted. EHA-B does not include gifted individuals in its definition of children with handicaps. The SEA's practice was thus not consistent with the EHA-B rule that program administrative funds are used only for educational programs for handicapped children (*see* 34 CFR 76.772(a)(4); 300.621 and 300.370). Reports for three of the 20 States monitored since 1985 but prior to FY 1989 cited difficulties in documenting lawful uses of EHA-B funds. For example, there were instances in which SEAs did not have in place the necessary accounting or application procedures for documenting compliance with Federal requirements. During that period, OSEP found it necessary to refer its findings for one State of serious compliance concerns about uses of funds and record-keeping practices to the Department's Office of the Inspector General for such follow-up as might be warranted.

General supervision. SEAs are responsible and accountable for educational programs for children with handicaps that are administered by public agencies in the State (*see* 34 CFR 300.600). In five of the 20 reports issued before FY 1989, OSEP found that SEAs had not met the general requirement to ensure the availability of a free appropriate public education to all of the State's children with handicaps. In the FY 1989 reports, one of the 10 States had not ensured that adult correctional facilities provided special educational services to eligible handicapped inmates below the age of 22 who were in need of special education. This SEA entered into an interagency agreement with the State's Corrections Department prior to the issuance of the final monitoring report. In accordance with its commitments, the SEA is submitting monthly status reports on the numbers of inmates receiving services and those identified as needing evaluations. The State will continue to submit State reports until all eligible youth and young adults are provided free appropriate public education.

Another SEA was cited in FY 1989 for not exercising its general supervisory authority to ensure that placements of students in the State facility serving children who are deaf or blind were made in conformity with Federal law. OSEP monitors noted that:

- Generally, those placements were made on referrals from parents and social service agencies using procedures that did not conform to LRE provisions.

- Officials of many LEAs either did not receive or did not request adequate information about those children prior to concurrence with the placement and felt pressure to avoid involvement in placement decision making.
- SEA efforts in enforcing Federal requirements were ineffective.

The SEA submitted a CAP that delineated the steps and procedures it would take to address those concerns.

Services to private school children. Although a public agency has available a free appropriate public education for a child, sometimes the parents choose to enroll their child in a private school or facility. These children are referred to as "private school handicapped children" under EHA-B. As part of its exercise of general supervisory authority, an SEA must ensure that --

- To the extent consistent with their numbers and location in the State, provision is made for the participation of private school children with handicaps in the program assisted or carried out under the EHA-B by providing them with special education and related services;
- Each LEA provides special education and related services designed to meet the needs of private school children with handicaps residing in the jurisdiction; and
- LEAs submit applications containing the information required by the EDGAR provisions on services to children in private schools in 34 CFR 76.656 (b) - (g) (*see* 34 CFR 300.450 - 300.452).

In one of the 10 FY 1989 reports, one SEA was reported as not complying with any of the requirements described above and was not directly monitoring how services were being provided. OSEP required the SEA to develop and implement monitoring and technical assistance to ensure that all private school children eligible for services under EHA-B are afforded the rights and services to which they are entitled.

Free appropriate public education. Each SEA is responsible for ensuring that all children and youth in the State who are handicapped have available a free appropriate public education (FAPE). FAPE is defined to mean, in part, special education and related services that are provided in conformity with an IEP (*see* 34 CFR 300.4 and 300.300). Federal court decisions have established that in order for some children to receive FAPE and benefit from the services provided during the regular school year, they must also receive special education and related services for a period in excess of the regular school year. In FY 1989, OSEP monitors reported that, in one State, public agencies generally did not consider a student's need for extended-school-year services. State funding practices did not provide incentives to support those services, and the SEA had not established guidelines for considering the need for such services during IEP meetings. OSEP required the State's CAP to ensure that public agencies will consider, in conducting the IEP process, whether students need extended-school-year services and provide those services in appropriate cases.

Summary

Federal program review activities provide information on whether SEAs are meeting their responsibilities in implementation of EHA-B requirements. The components of that process include the review and approval of State Plans and compliance monitoring reviews to determine if States are operating the program assisted under EHA-B in accordance with Federal law.

Reviews of State Plans that were submitted in FYs 1987-89 showed no clear patterns of persisting compliance issues, except in FY 1988, when common difficulties arose in a number of States in conforming their policies and procedures to statutory requirements that changed as a result of the enactment of P.L. 99-457. In FY 1989, the areas needing revisions in the 19 State Plans submitted for funding for FYs 1990-92 were in the policies or procedures or both that were included to meet requirements in due process procedures and procedural safeguards, complaint management, services to private school children, and IEPs.

When compared with final monitoring findings reported for 20 States in FYs 1986-88, the 10 monitoring reports issued in FY 1989 showed persisting concerns about the efficacy of SEA monitoring procedures for identifying and resolving compliance issues within the State and SEA performance in developing procedures that ensure that only those LEA applications for subgrants that meet Federal requirements are approved. Difficulties continued to arise in implementation of EHA-B provisions governing due process procedures and procedural safeguards and least restrictive environment. Trends seen in the types of compliance issues in those areas in FY 1987 and FY 1988 were also apparent in the FY 1989 reports.

In FYs 1986-89, a majority of the SEAs monitored were required to implement corrective actions to comply with EHA-B requirements for educating children in the least restrictive environment. Beginning in FY 1988, reviews of SEA monitoring standards regarding compliance with IEP requirements have focused on the adequacy of the contents of those documents. A majority of the FY 1989 final reports contained findings regarding IEPs. The remaining compliance issues addressed in a few of the FY 1989 monitoring reports involved complaint management, allowable uses of EHA-B funds, exercise of an SEA's general supervision authority, services to children enrolled in private schools or facilities by their parents, and consideration of certain children's needs for extended school year services.

FORMULA GRANT PROGRAMS

Each annual report to Congress on the Education of the Handicapped Act is required to provide information on Federal, State, and local expenditures for educating children with handicaps. This section of the chapter provides a description of two major formula grant programs providing financial assistance to States for educational programs: the EHA-B State Grant Program and Chapter 1 of ESEA (SOP). The discussion of the EHA-B program includes information on how grant funds are allocated within States. Selected results from a recent General Accounting Office study of Chapter 1 of ESEA (SOP) are presented. This section concludes with a presentation of State-reported data on Federal, State, and local expenditures for special education and related services during the 1985-86 school year.

EHA-B State Grant Program

The EHA-B State Grant Program distributes funds each year to the States according to the total number of students with handicaps that each State reports is receiving special education and related services. State education agencies (SEAs) conduct an annual child count on December 1 of the previous fiscal year, aggregate these data, and submit them to OSEP. Funds appropriated under the EHA-B have increased steadily from $251,700,000 in FY 1977 to $1,475,449,000 in FY 1989 (table 4.6). In the same period, the average per child amount of Federal funding has increased from $72 to $340.

At least 75 percent of the funds the State receives under EHA-B must be distributed to local education agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with handicaps (20 U.S.C. 1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures, but instead pay for the *excess costs* of providing special education and related services for students with handicaps. SEAs are allowed to set aside up to 25 percent of the EHA-B State grant award for use by the State. States may use up to 5 percent of this set-aside, or $350,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the EHA-B award for direct and support services for children with handicaps and for the administrative costs of monetary and compliance investigations to the extent that such costs exceed the costs of administration incurred during FY 1985.

States are required to describe how EHA-B funds will be used in the EHA-B State Plans, which are submitted every three years. A review of 40 EHA-B State Plans conducted by NASDSE/Project FORUM provided information regarding the States' allocation of EHA-B funds for the 1988-89 school year in 40 States. The majority of States, (60 percent or 24 States) passed through 75 percent of the EHA-B grant award to the LEAs or IEUs. The 16 remaining States (40 percent) pass through more than 75 percent. Of these States, five passed through up to 80 percent, six States passed through up to 85 percent, and five States passed through 85 percent or more to the LEAs. Of these five States, one distributed 90 percent, another 92 percent, and a third 93 percent of the total EHA-B award to local school districts.

EHA-B State Plans show all States retained the maximum amount allowable for administration of the Act at the State level in FY 1989. Twenty-nine States (73 percent) retained 5 percent, while the remaining 11 retained $350,000. Those retaining $350,000 for administration were the States serving the smallest number of students under EHA-B and for whom 5 percent of the EHA-B grant award would have been less than $350,000.

The portion of the EHA-B State grant remaining after funds are distributed to local school districts and used by the State for administration can be used by the State to pay for direct or support services for children with handicaps and for the administrative costs of monitoring and compliance investigation to the extent that such costs exceed the costs of administration incurred during FY 1985. States can retain a maximum of 20 percent of the EHA-B State grant for such services. In FY 1989, 17 States (43 percent) retained the maximum amount allowable, or 20 percent, while 19 States (48 percent) retained from 6 to 19 percent. These 19 States either distributed more than the required 75 percent of the State grant to local districts and/or, as small population States, retained $350,000 rather than 5 percent of the grant for administrative expenses. The remaining four States retained 5 percent or less of the EHA-B State grant for direct and support services. Each of these four States also passed through a higher percentage of their

TABLE 4.6

EHA-B State Grant Program Funding, Fiscal Years 1977-89

Fiscal Year	EHA-B State Grants	Per-Child Allocation
1977	$ 251,769,927	$ 72
1978	566,030,074	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

EHA-B State grant to LEAs and IEUs than did any other States, ranging from 88 to 93 percent.

Chapter 1 Program for Children with Handicaps

Since 1965, funds have also been provided under Chapter 1 of ESEA (SOP) to assist in educating children with handicaps in State-operated or State-supported schools and to LEAs serving handicapped children who have transferred from State programs. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) reauthorized and amended the Chapter 1 program, as discussed later in this section. Chapter 1 funds may be used for the purpose of expanding or improving programs serving those currently or previously enrolled in State-operated or State-supported programs for children with handicaps. A 1975 amendment allowed funds to follow children transferred from State-operated or State-supported programs to programs supported and operated by local school districts, in order to encourage the transfer of children to programs in their home communities. Table 4.7 presents the amount distributed and the per pupil allocation for Chapter 1 of ESEA (SOP), and its predecessor programs, FYs 1966-89.

Several significant changes were made in Chapter 1 of ESEA (SOP) as a result of the enactment of P.L. 100-297. The 1988 Amendments require that States coordinate programs and projects for children with handicaps supported under Chapter 1 with services provided under EHA. Starting in FY 1989, infants and toddlers being served under Chapter 1 must receive services consistent with the requirements of Part H of EHA. In order to receive a grant under this program, SEAs must assure that infants and toddlers with handicaps age two or younger who participate in Chapter 1 receive early intervention services, and that they and their families are provided the rights and procedural safeguards available under Part H of EHA. Further, States must assure that preschool children with handicaps (other than infants and toddlers) receive a free appropriate public education and that these children and their parents are provided with all the rights and procedural safeguards of EHA-B.

Starting in FY 1991, Chapter 1 of ESEA (SOP) is to be administered at the State level by the same office responsible for administering EHA-B. In addition, data on children receiving services under Chapter 1, previously reported only by disability, now must be reported by age group, consistent with the annual count of children served under EHA-B. The eligible age range under Chapter 1 was also extended through age 21 (from age 20) and the base date for the annual count of children receiving services changed to December 1 (from October 1), to be consistent with the annual count of children served under EHA-B. Data on the placements in which children are served is to be reported separately for children in State-operated programs, in State-supported programs, and in LEA programs as transfers from either State-supported or operated programs. The 1988 amendments eliminated handicapped infants and toddlers receiving early intervention services under ESEA, Chapter 1 (SOP) from the transfer provisions. Finally, children receiving services under the Chapter 1 Program for Neglected and Delinquent Children, who are eligible under Chapter 1 as handicapped, may be counted under both for purposes of grant determination.

In addition to the changes described above, P.L. 100-297 also authorized the General Accounting Office (GAO) to study and report to Congress on Chapter 1 of ESEA (SOP) and its relationship to the EHA-B program. The major purpose of the study was to provide Congress with information it could use to assess the need for two separate

TABLE 4.7

Chapter 1 State Formula Grant Funding
Fiscal Years 1966-89

Fiscal Year	Amount Distributed	Average Per Pupil Allocation
1966	$ 15,917,101	$ 243
1967	15,078,410	182
1968	24,746,993	283
1969	29,781,258	309
1970	37,483,838	339
1971	46,129,772	379
1972	56,380,937	428
1973	75,962,098	481
1974	85,777,779	515
1975[a]	183,732,163	1,028
1976	111,433,451	592
1977	121,590,937	604
1978	132,492,071	592
1979	143,353,492	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557

[a] From FYs 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 1975, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs Data Analysis System (DANS).

special education authorities in future reauthorization activities. The GAO study was conducted in 1988 and the report published in May 1989 (GAO, 1989). Among its study topics, GAO examined the populations being served under the Chapter 1 and EHA-B programs for children with handicaps, the settings in which these children are receiving services, and the nature of the services they are being provided.

The GAO study was comprised of two components: telephone interviews and site visits. GAO carried out telephone interviews with Chapter 1 program coordinators in each of the 50 States and the District of Columbia to obtain statistical data and program administrators' views regarding program operations. The agency also conducted interviews with program officials at the U.S. Department of Education. In the second component of the study, GAO conducted site visits at 24 locations (including State-operated facilities and local school districts) in eight States to review student individual education programs (IEPs), observe students in classes, and determine how students were served and what services were provided during the 1987-88 school year. The section that follows presents selected findings from the GAO study.

Children Receiving Services in the Chapter 1 Program

Chapter 1 of ESEA (SOP), created in 1965, was intended to serve children with handicaps for whom the State has the responsibility of providing a free public education. At that time, a decade prior to enactment of Part B of the Education of the Handicapped Act (P.L. 94-142), such children were severely handicapped and resided in institutions where educational programs had previously been largely unavailable. The GAO found that the legislative history (including the House and Senate committee reports) indicated a Congressional intention for the Chapter 1 program to serve children with severe handicaps, such as blind or deaf children or those with mental retardation or emotional disturbance. Neither the original legislation nor its implementing regulations, however, specifically limited eligibility to students with severe handicaps. As a result, the law allows States to serve all children with handicaps, from mild to severe.

The severity of handicapping conditions that States have chosen to serve under the Chapter 1 program varies widely, GAO found. As a result, the proportion of children with handicaps included in Chapter 1 and the proportion under EHA-B also varied significantly among the States. For example, while 12 States served fewer than 2 percent of their children with handicaps under the Chapter 1 program and the remainder under EHA-B in the 1987-88 school year, 10 States served over 10 percent under Chapter 1. Among these high-count States, four States counted over one-fifth of their children with handicaps under Chapter 1 that year.

The policies of all but one State extended eligibility under Chapter 1 to children with any handicapping condition, regardless of the severity of their impairment. However, in actual practice, the GAO found that only 28 of the 50 States and the District of Columbia served children representing all handicapping conditions under Chapter 1. Seventeen States counted no children, or close to none, with learning disabilities under Chapter 1. The same was true of children classified as speech impaired in 20 States. At the other extreme, however, children with learning disabilities made up more than 10 percent of the Chapter 1 children in 10 States, and more than 50 percent in one State.

State education officials and others interviewed by GAO indicated the belief that many children with handicaps considered to be less than severely impaired entered the Chapter 1 program during the 1970s and 1980s through preschool programs for children with handicaps. In States that did not mandate educational services for preschool age children, State agencies rather than local districts were responsible and provided preschool special education services. Since the Chapter 1 program authorized services from birth, a number of States chose to serve their young children under this program. Under the Chapter 1 funding transfer provision, once these preschoolers had participated in a State program, they could transfer to local school districts when they became of school age. These children could continue to be funded under Chapter 1 as long as they continued to receive special education and related services, regardless of the severity of their handicap. Three of the eight States selected by GAO for indepth review reported that most preschool children they counted had handicapping conditions generally considered less severe, such as learning disabilities and speech impairments. The GAO report noted that States receive higher per-student funding under Chapter 1 than under EHA-B (i.e., an average of $580 per child under Chapter 1 versus $331 under EHA-B for school year 1988-89), providing an incentive for them to enroll as many students as possible in Chapter 1.

Forty-five States reported to GAO that they continue to count transfers from Chapter 1 to public school programs. Of these, 16 had records that permit them to identify the total number of preschoolers transferred at school age. Approximately one half of the children in these States that school districts were continuing to count as transfer students under Chapter 1 had transferred at school age from preschool programs. According to the GAO, preschool transfers represented 85 percent or more of the total transfer population in six States.

Despite the inclusion by some States of less severely handicapped students in the Chapter 1 program, GAO reported that the program, by and large, continues to serve its intended purpose of providing educational and support services to children who are severely handicapped.

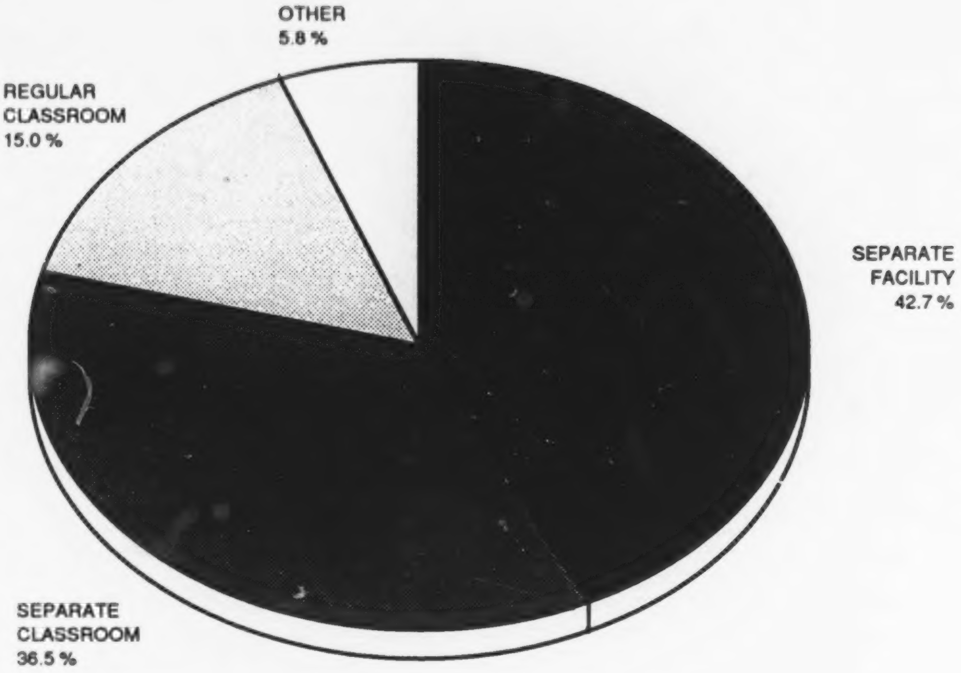
Settings in Which Chapter 1 Children Are Served

The GAO found that most children with handicaps counted under the Chapter 1 program are being educated in separate settings because in most States these children tend to be the more severely handicapped and require more intense services. The GAO concluded that the placement of children in separate settings is primarily a function of the severity of their handicapping condition.

Based on data maintained by 34 States and the District of Columbia on the educational settings in which Chapter 1 participants are served, the GAO reported that nearly 52 percent of the 140,045 children with handicaps counted by these 35 jurisdictions in school year 1987-88 were being educated in regular education settings: 15 percent in the regular classroom and the remainder (36.5 percent) in separate classes located in regular education buildings or on the regular school campus (see figure 4.1). An additional 42.7 percent were being educated in separate facilities, including private and public day and residential programs. The remainder (5.8 percent) were educated in other types of environments, including hospitals and at home. As discussed earlier in this section, when the Chapter 1 program was created in 1965, eligible children were being served in State-operated institutions rather than in programs operated by local school districts. The GAO data show that the picture has changed over the last two decades. Slightly more than half of the children served in the 1987-88 school year under Chapter 1 were being educated in regular education environments.

FIGURE 4.1

Educational Settings Used in Chapter 1 Handicapped Program, 1988



NOTE: Data are based on responses from 34 States and cover only five handicapping conditions: Learning disabilities, speech impairments, mental retardation, emotional disturbance, and hearing impairments.

SOURCE: *Special Education: Congressional Action Needed to Improve Chapter 1 Handicapped Program,* (Washington, D.C.: General Accounting Office), 1989.

Services Provided to Children in Chapter 1 Programs

States can spend Chapter 1 funds for activities directly related to the conduct of programs and projects to meet the special education needs of children with handicaps. Funds may support special education and related services, but are to supplement appropriately designed education services for such children. Allowable services are broadly defined in the Chapter 1 regulations.

The GAO examined both the amount of time children spent in their educational placements and the types and duration of selected related services they received, contrasting the programs of children served under Chapter 1 with those served under EHA-B. The conditions sampled were hearing impairments, learning disabilities, serious emotional disturbance, speech impairments, and mental retardation. IEPs were analyzed for 3,104 students served in the 24 program locations visited in the eight sample States. The results can be projected to the entire sample of 106,800 children with the handicapping conditions selected for review served at these locations.

The GAO reported its findings regarding time spent in special education under three categories, corresponding to OSEP guidelines for State reporting of educational placements: (1) full-time special education (20 percent or less time in a regular education classroom); (2) part-time special education (21 to 79 percent time in a regular education classroom); and (3) full-time regular education (80 percent or more of their time in regular education classroom). It is important to note that the amount of time spent in special education includes the time students receive specialized instruction in academic areas (such as math, social studies, or science) as well as the time they spend receiving related services (such as occupational therapy or counseling). The records reviewed by GAO showed that children in Chapter 1 are more likely to be in full-time special education than children served under EHA-B. About 89 percent of the Chapter 1 children were in special education classes full-time, compared with about 49 percent of the EHA participants (see table 4.8).

Eight percent of the children served under Chapter 1 were in part-time special education in contrast to 36 percent of the EHA participants. Finally, while 15 percent of EHA participants were in regular education (for 80 percent or more of their time), only 3 percent of Chapter 1 children were similarly served.

In both its interviews with Chapter 1 program coordinators in the 50 States and its site visits to 24 program locations in eight States, GAO found that Chapter 1 funds provide a variety of direct and support services. Examples of direct services include counseling, orientation and mobility service, speech therapy, occupational or physical therapy, adaptive physical education, and transportation. Examples of support services include curriculum development, inservice training, and parent training.

GAO found that Chapter 1 and EHA-B provided similar related services. However, those provided under Chapter 1 were found generally to be more frequent and intense than those provided under EHA-B. GAO examined IEPs for use of five common related services (speech therapy, music therapy, occupational/physical therapy, adaptive physical education, and counseling services). The review showed that, generally, a larger percentage of children in Chapter 1 receive the services than in EHA. For example, 76 percent of Chapter 1 children with mental retardation received speech therapy compared to 35 percent under EHA-B, and 24 percent of Chapter 1 children with emotional disturbance received music therapy compared to none under EHA-B (table 4.9).

TABLE 4.8

Children with Handicaps Served Under Chapter 1 and EHA-B in Full-Time and Part-Time Special Education

Placement	Chapter 1	EHA-B
Full-time special education	89%	49%
Part-time special education	8	36
Full-time regular education	3	15

Source of basic data: *Special Education: Congressional Action Needed to Improve Chapter 1 Handicapped Program* (Washington, D.C.: General Accounting Office), May 23, 1989.

Note: Data are based on responses from 34 States and cover five handicapping conditions: learning disabilities, speech impairments, mental retardation, emotional disturbance, and hearing impairments.

TABLE 4.9

Percentage of Children in GAO Review Receiving Selected Services, by Handicapping Condition

	Mental Retardation		Emotional Disturbance		Hearing Impairments		Learning Disabilities		Speech Impairments	
Service	Chapter 1	EHA	Chapter 1	EHA	Chapter 1	EHA	Chapter 1	EHA	Chapter 1	EHA
Speech therapy	76	35	21	17	37	49	55	23	99	100
Counseling	4	19	79	56	14	6	59	43	0	0
Occupational/physical therapy	27	3	14	1	4	2	7	1	7	0
Music therapy	21	0	24	0	0	0	0	0	0	0
Adaptive physical education	65	8	20	1	4	2	3	1	20	0

Source of basic data: Special Education: Congressional Action Needed to Improve Chapter 1 Handicapped Program, (Washington, D.C.: General Accounting Office), May 23, 1989.

Note: Based on responses from 34 States.

In addition, Chapter 1 children generally spent more time receiving related services. From its review of 3,104 IEPs, GAO found a significant difference in total related service time between programs for four of the five handicapping conditions examined (figure 4.2). The most significant differences occurred for children categorized as emotionally disturbed and mentally retarded, who comprise over one-half of the children in the Chapter 1 program. Children classified as emotionally disturbed received an average of over 6 hours of related services weekly under Chapter 1, compared to slightly over an hour under EHA-B. For children classified as mentally retarded, the difference was somewhat less, two and a half hours in Chapter 1 versus one hour in EHA-B.

Based on the results of its interviews with Chapter 1 program coordinators as well as its visits in the eight States selected for in-depth study, GAO concluded that children being served under Chapter 1 spend more time in special education and generally receive more frequent and intense services because they tend to be more severely handicapped than those counted under EHA-B.

Summary

The GAO concluded that, with some exceptions, the Chapter 1 Program for Children with Handicaps, created primarily to help States educate students with severe handicaps, is still serving its intended purpose. Children with handicaps in Chapter 1 are generally educated separately from their nonhandicapped peers. Although the services these children receive are similar in nature to those provided under EHA-B, they often are more frequent or more intensive, reflecting the more serious handicapping conditions of many children served in the Chapter 1 program. Greater time spent receiving special education and related services as well as greater service frequency and/or intensity for students served under Chapter 1 can be expected to result in higher average per pupil costs than for children served under EHA-B, justifying the higher per pupil Federal contribution for Chapter 1 students.

Expenditures

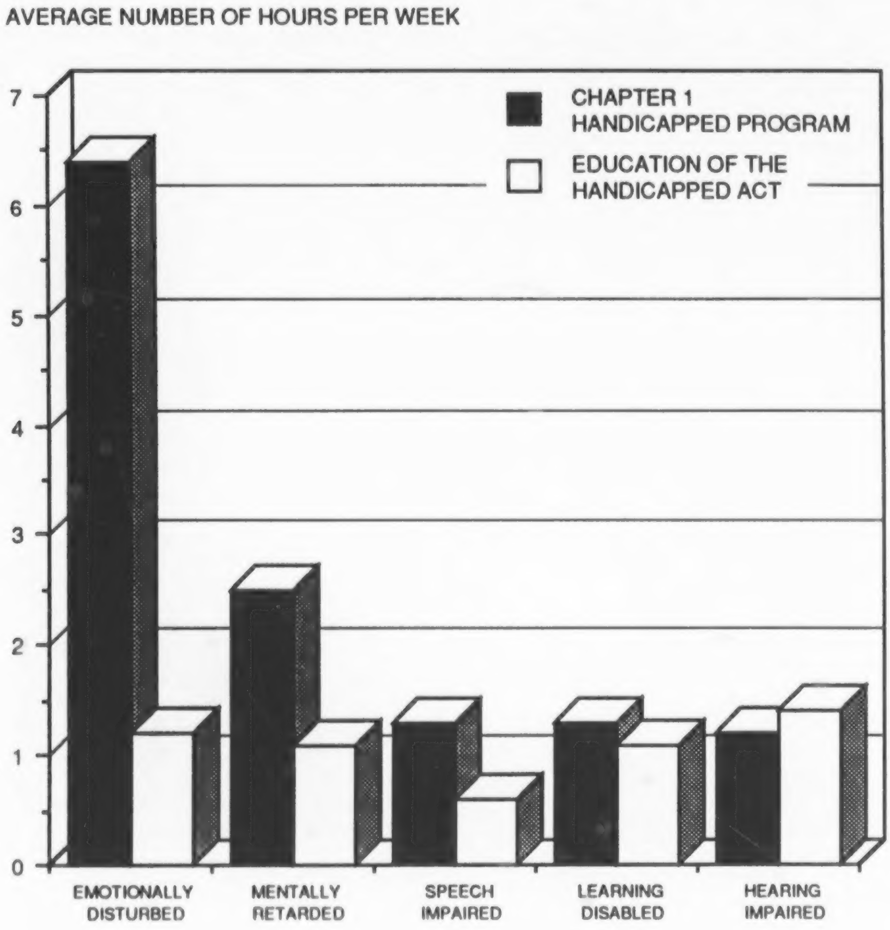
Each year since the 1983 EHA Amendments to Section 618, the States and Outlying Areas have reported yearly expenditure data to OSEP. These data account for all funds spent on the excess costs of providing special education and related services to children with handicaps (that is, costs above and beyond the costs of providing regular education to nonhandicapped students). Costs associated with capital outlays are not included. These data were first reported in the *Ninth Annual Report to Congress*. This report briefly describes data reported for 1985-86 and examines trends in these data since they were first reported for 1982-83.

States are required to report expenditures for both special education and related services according to the source of the funds: Federal, State, or local. States may estimate expenditures for special education and for related services. However, they must report actual amounts for expenditures by funding source.

For 1985-86, the States and Outlying Areas reported spending almost $16 billion on special education and related services (see Appendix A, table AH1). The per pupil excess cost derived from this total expenditure figure for all children with handicaps served under EHA-B and Chapter 1 of ESEA (SOP) was $3,652. Of the total amount expended, the States provided the largest share (57.8 percent), local districts provided 34.4

FIGURE 4.2

Amount of Related Services Provided in the Chapter 1 Handicapped and EHA Programs by Handicapping Condition, 1988



NOTE: Based on responses from 34 States.

SOURCE: Adapted from Figure 3.2 in *Congressional Action Needed to Improve Chapter 1 Handicapped Program*, (Washington, D.C.: General Accounting Office), 1989.

percent, and the Federal government, 7.8 percent. For special education, Federal sources provided 7.6 percent of the expenditures, while the State contribution was 60.2 percent and the local, 32.2. The Federal portion of the funds expended for the provision of related services was 8.9 percent while the States provided 56.5 percent and local sources, 34.6 percent. Of the sum of the Federal, State, and local contributions to special education and related services, 78 percent of these dollars were expended for special education and the remainder for related services (see Appendix A, table AH1).

Both overall spending and per pupil expenditures have increased since 1982-83. Federal, State, and local shares have also shifted somewhat. The total amount expended by Federal, State and local sources for special education and related services has steadily increased over the four-year period from almost $12 billion in 1982-83 to nearly $16 billion in 1985-86. During the same period, per pupil expenditure for the excess cost of special education and related services rose from $2,788 in 1982-83 to $3,652 in 1985-86, an increase of almost 31 percent.

Between 1982-83 and 1985-86, the percentage of funds from Federal and local sources declined, while the State proportion increased. During the same period, the Federal share of the total funds expended for special education and related services fell from 8.5 to 7.8 percent, while the local contribution also declined, from 37.8 to 34.4 percent. In contrast, the State portion increased from 53.7 to 57.8 percent. For special education services only, the Federal share dropped from 8.8 to 7.6 percent and the local contribution remained virtually unchanged, while the State share increased from 58.7 to 60.2 percent. A similar trend was observed in related services between 1982-83 and 1985-86. The Federal contribution to the provision of related services fell from 11.2 to 8.9 percent. The State portion grew from 54.6 percent to 56.5 percent, while the local growth was considerably less. The share of funds going to special education and related services also shifted somewhat. In school year 1982-83, 80 percent of the total dollars went to support special education, compared with 78 percent during each of the following years.

OTHER FEDERAL ASSISTANCE TO STATES

Complementing the support OSEP provides through its program review activities and formula grant programs are other components of an overall system of assistance to States. These components include policy formulation, review and interpretation; evaluation and systems development; knowledge production; and technical assistance and dissemination. Activities carried out under these system components are designed to provide States with clear policy guidance; to assist States evaluate aspects of their current systems and develop improvements in areas of self-identified need; to produce and exchange knowledge needed by States to design policy and program improvements; and to provide technical, external support to assist States in resolving implementation issues and designing system improvements.

Policy Formulation, Review, and Interpretation

OSEP uses several mechanisms to provide information to public agencies and other organizations and individuals who are interested or involved in the education of handicapped children on acceptable procedures for complying with Federal law. Section 617(b) of EHA-B authorizes the Secretary of Education to issue, amend, and revoke rules and regulations as necessary to implement the provisions of that statute. From time to time, OSEP issues memoranda to Chief State School Officers and SEA staff that contain, among other matters, policy interpretations that generally apply to recipients of EHA-B funds. In addition, the Assistant Secretary of OSERS and the Director of OSEP respond each year to numerous requests from school officials, parents, and other individuals for guidance in interpreting and applying the statutory provisions and implementing regulations for EHA-B and related Federal law. The following pages describe recent activities in developing and interpreting those legal requirements.

Publication of Final Regulations

OSEP promulgated three sets of final regulations for EHA-B in FY 1989: for the Preschool Grants for Handicapped Children program, for portions of the EHA Amendments relating to assistance to States, and for the Handicapped Infants and Toddlers Program. Final regulations were published for the Preschool Grants for Handicapped Children program (54 FR 1642 - 1648) on January 13, 1989. These regulations, codified at 34 CFR Part 301, implement amendments to Section 619 of EHA-B made by the Education of the Handicapped Act Amendments of 1986 (P.L. 99-457). The regulations provide guidance to SEAs for administration of this grant program, which is designed to encourage all States to make available a free appropriate public education to all children with handicaps age 3-5. The amended regulations make it clear that the substantive provisions of the EHA-B regulations at 34 CFR Part 300 apply to preschool children with handicaps age 3-5.

OSEP published final regulations for implementing other portions of the Education of the Handicapped Act Amendments of 1986 relating to the assistance to States for the Education of Handicapped Children program (34 CFR Part 300) on April 27, 1989 (54 FR 18248 - 18256). The effective date of these regulations was June 11, 1989. Revisions to the regulations in Part 300 included:

- Revised requirements on supplanting of other funds to support special education and related services with EHA-B funds, child count procedures, and allowable uses of EHA-B funds for State monitoring and complaint investigation;

- New rules that address such matters as the development and implementation of interagency agreements, availability of funding through Federal Medicaid and Maternal and Child Health programs, and establishment of State personnel standards; and

- Additional language to address the issue of educating preschool children with handicaps in the least restrictive environment.

More than 1,500 comments were received and analyzed before the Secretary issued these final regulations for 34 CFR Part 300. Proposed regulations for amendments to the Chapter 1 State-Operated and State-Supported Programs for Handicapped Children program were developed in FY 1989 and were published for public comment on October 17, 1989.

Interpretation of Federal Law and Policy Review

During FY 1989, OSEP responded to many requests for interpretations of Federal law governing the education of handicapped children. These inquiries covered a wide range of topics and often posed complicated new questions about overlapping legal requirements. For example, several questions involved privacy rights under both EHA-B and recently revised regulations for the Family Educational Rights and Privacy Act of 1974. Other issues addressed through policy correspondence included:

- Whether particular State or local procedures and criteria used to determine eligibility of children for special education placement were consistent with EHA-B requirements;
- The Department's position on the procedures to be followed for suspension or expulsion of children with handicaps;
- The extent and kind of services that must be provided to children with handicaps who are enrolled by their parent in private schools or facilities;
- Conditions under which public agencies must provide certain related services, including transportation, physical therapy, and occupational therapy;
- Parent consent for matters other than preplacement evaluation and initial placement in special education; and
- Use of EHA-B funds for curriculum based assessment and the provision of pre-referral intervention strategies.

In addition to responding to these types of inquiries, OSEP reviewed proposed and existing State statutes and regulations. Those policy review activities were conducted in conjunction with State Plan reviews and compliance monitoring reviews, as well as in response to individual inquiries, to determine if the policies and procedures contained in those legal documents were consistent with EHA-B requirements.

Evaluation and Systems Development

Several programs authorized by EHA provide direct support to State agencies responsible for administering and implementing the requirements of EHA-B and EHA-H. These programs support State efforts to assess current policies and procedures. They also help States design and implement actions to improve on a statewide basis the delivery of special education and related services for children and youth, as well as early intervention for infants and toddlers. Among these programs are the State Agency/Federal Evaluation Studies Program, Statewide Systems Change Grants, and the Part H Program for Infants and Toddlers.

State Agency/Federal Evaluation Studies Program

Section 618(d) of Part B authorizes cooperative agreements with State agencies to assess the impact and effectiveness of programs provided to infants, toddlers, children and youth with handicaps under the Act. Applicants for the program may propose evaluation studies on topics covered by invitational priorities or in other areas. In FY 1989, the program invited investigations in the following areas: the effects of State and local administrative factors on the placement of students with handicaps in regular education environments; the impact of various aspects of education reform on students with handicaps; and the relationship between students' educational characteristics and their adult services needs. Under this program in recent years, States have examined such topics as how variations in service delivery and organizational systems affect special education referral and placement rates, and how the cross-categorical programs affect the education of children being served. The findings of studies conducted under this program have enabled some States to substantially revise their special education policies and others to undertake further investigations designed to provide direction for future actions.

Statewide Systems Change Grants

For several years, OSEP has provided grants to State education agencies to support long-term, statewide systems change for the education of children, from birth through age 21, who have severe handicaps or who are deaf-blind (Section 624). A major purpose of these five-year grants in conjunction with the EHA-B State plan, is to improve the quality of services and to progressively increase the amount of services delivered within integrated environments. As part of its grant, each State must formulate and implement formal, written policies and procedures with relevant State, local, and professional organizations for coordinating services. The State must work with parties to eliminate overlapping and redundant services. The sustained support provided by these grants enables States to plan, implement, and evaluate systemwide improvements specially designed to meet the unique needs and circumstances of their service delivery systems and target populations.

Part H Program for Infants and Toddlers

For well over a decade, OSEP has supported statewide planning for comprehensive service delivery systems to meet the needs of infants, toddlers and preschool age children with handicaps. Most States are well underway in developing programs to educate children age 3-5. The 1986 amendments to EHA (P.L. 99-457), which authorized the new Part H program, increased Federal support for efforts by each State to plan, develop, and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with handicaps and their families. As described more fully in Chapter 2 of this annual report, support is authorized to each State for five years, ending in FY 1991. During this time, States must formulate and implement certain prescribed policies and procedures in order to receive Part H funds. Like the statewide system change grants described earlier, the Part H grants assist the States in designing policies, in establishing cooperative arrangements among affected agencies, and developing procedures tailored to fit their special circumstances.

Knowledge Production

Practical knowledge about alternative approaches for meeting the needs of students with handicaps is critical to State efforts to assess the effectiveness of their policies and procedures, and to identify and develop workable solutions to problems encountered in implementing the requirements of the Act. Through its research and demonstration programs, OSEP supports the production of knowledge related to program management, administration, and service delivery. The following pages describe specific research and demonstration activities in two areas of intense program development in States, early intervention and secondary/transition.

Research Institutes and Projects

To assist in the implementation of the Part H Program for Infants and Toddlers, OSEP has been supporting two early childhood research institutes; one focuses on early intervention policy and the other on personnel. Both of these institutes are conducting investigations and developing materials that will assist State agencies and others over the next few years in the design and implementation of programs and support systems for delivering early intervention services. The institute on policy, for example, is working to identify strategies to overcome barriers in implementing services for infants and toddlers with handicaps and their families. This institute is also documenting and exchanging information with States about the development and status of State policies in such areas as eligibility and financing. Through its research and development activities, the institute on personnel is working to improve the quality and quantity of personnel available to provide early intervention services. Among its activities, this institute is developing and validating training curricula that can be used across disciplines and training programs.

Two national studies supported under Section 618 are producing valuable new information about the secondary programming and post-school experiences of youth with handicaps. These studies are the National Longitudinal Transition Study and the 1987 High School Transcript Study, discussed more fully in Chapter 3 of this report. These studies have produced data on the vocational education course-taking and academic achievement of secondary level students with handicaps. They have also produced valuable data on the employment, education, and independent living status of students after they exit special education.

Model Development and Demonstrations

OSEP administers several programs to develop models designed to demonstrate alternative approaches in policy, procedure, and practice for effectively meeting the needs of target student populations. For example, the early childhood program is currently funding projects that demonstrate different approaches to improve the design and delivery of services to children age 3-5. Approaches being investigated involve the private and public sectors at the community level as well as local and State agencies. Under the secondary education and transitional services program, OSEP supports the development of cooperative models for planning and developing transitional services for secondary age students. These projects are developing and using State and local networks as well as linkages among schools, community agencies, and postsecondary education programs. Their ultimate goal is to improve and expand transitional services. Such models and demonstrations can assist States as they consider ways to improve service delivery to specific populations of children and youth with handicaps.

Technical Assistance and Dissemination

OSEP also provides assistance for improving the capacity of States to implement the requirements of EHA-B and EHA-H, both directly and through a variety of technical assistance projects. These projects work with State agencies proactively as well as upon request. They prepare and disseminate information and participate with agency personnel and others in the process of problem solving in areas of identified need. Two large-scale technical assistance systems that help State agencies are briefly described below.

The National Early Childhood Technical Assistance System (NEC*TAS), described more fully in Chapter 2 of this report, is assisting States in the development of comprehensive, statewide, interagency service delivery systems to meet the needs of children with handicaps from birth through early childhood. NEC*TAS efforts currently focus on those areas of policy and program development critical to States as they prepare to expand services over the next few years. Working from a national perspective, NEC*TAS is able to facilitate networking and the exchange of information among States with common interests.

The efforts of the Regional Resource Centers (RRCs), described in detail in the *Eleventh Annual Report to Congress*, assist in capacity building and systemic program development in the States. Providing services to State educational agencies within a given region, the RRCs help States:

- Identify and resolve persistent problems in providing special education and related services consistent with State-identified needs and results of compliance monitoring activities;
- Develop, identify, and replicate successful programs and practices that will improve service delivery;
- Improve information dissemination to and training activities for professionals and parents; and
- Implement systems change and other capacity building activities.

SUMMARY

OSEP provides several forms of assistance to States designed to facilitate and assure the implementation of programs for children with handicaps under the Education of the Handicapped Act. OSEP systematically reviews the adequacy of State policies and procedures to carry out the requirements of EHA-B through its State Plan review activities and compliance monitoring system. These program review activities have the capacity to verify that the requirements of the Act are being carried out, as well as to determine with States appropriate remedial measures that must be taken to correct identified discrepancies between the requirements and State educational agency policies and procedures. In FY 1989, OSEP eliminated the backlog of overdue final monitoring reports and will continue to issue its reports in a timely manner. Further, through its formula grant programs (including Part B, Part H, and the Preschool Grants Program under EHA, and Chapter 1 of ESEA [SOP]), OSEP provides financial assistance for program development, administration, and service delivery for children from birth through the age of 21 years. Since the 1986 EHA Amendments, Federal support to States for the development and delivery of services for children from birth through age five has increased substantially.

In addition, OSEP provides guidance to States on acceptable procedures for complying with Federal law to public agencies and other organizations and individuals. In addition to promulgating regulations concerning the implementation of EHA and Chapter 1 of ESEA (SOP), as the need arises, OSEP interprets Federal policy in light of current and emerging issues in the provision of educational services, and responds to requests for policy interpretations from SEAs, school districts, parents and others. Finally, through its discretionary programs, OSEP supports a wide range of activities to increase and disseminate knowledge regarding the effective management, administration, and provision of services; to support the development and improvement of State service delivery systems; and to provide technical assistance for the implementation of EHA and programs for children with handicaps.

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APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY AGE GROUP

DURING SCHOOL YEAR 1988-89

STATE	AGE GROUP 0-21	 0-2	 3-5	 6-11	 12-17	 6-17	 18-21
ALABAMA	103,211	0	8,248	42,763	41,626	84,389	10,574
ALASKA	14,772	251	1,539	7,650	4,791	12,441	541
ARIZONA	55,156	340	3,456	26,934	21,600	48,534	2,826
ARKANSAS	47,659	484	3,973	20,187	20,740	40,927	2,275
CALIFORNIA	431,079	268	33,469	216,130	162,010	378,140	19,202
COLORADO	53,105	613	3,824	25,045	21,227	46,272	2,396
CONNECTICUT	63,503	579	4,874	28,346	26,059	54,405	3,645
DELAWARE	13,906	126	1,518	6,463	5,023	11,486	776
DISTRICT OF COLUMBIA	7,213	0	587	2,977	2,933	5,910	716
FLORIDA	207,925	1,166	12,902	111,294	74,533	185,827	8,030
GEORGIA	94,065	279	7,080	46,856	35,883	82,739	3,967
HAWAII	12,255	0	701	5,837	5,272	11,109	445
IDAHO	19,470	0	1,139	10,463	6,453	16,916	1,415
ILLINOIS	246,429	0	24,191	117,149	93,938	211,087	11,151
INDIANA	109,838	1,600	7,051	59,121	37,386	96,507	4,680
IOWA	57,563	818	5,151	25,812	22,739	48,551	3,043
KANSAS	43,416	348	3,624	22,678	15,077	37,755	1,689
KENTUCKY	76,500	470	8,760	37,262	26,710	63,972	3,298
LOUISIANA	69,365	663	6,192	31,139	26,904	58,043	4,467
MAINE	27,908	0	2,794	13,146	10,818	23,964	1,150
MARYLAND	89,497	5	6,473	42,302	35,527	77,829	5,190
MASSACHUSETTS	149,770	4,451	11,445	66,897	59,676	126,573	7,301
MICHIGAN	162,313	386	14,258	72,382	65,407	137,789	9,880
MINNESOTA	81,565	1	8,456	37,601	32,299	69,900	3,208
MISSISSIPPI	59,300	51	5,204	28,293	22,802	51,095	2,950
MISSOURI	100,665	148	4,375	51,831	39,834	91,665	4,477
MONTANA	15,830	215	1,663	7,915	5,327	13,242	710
NEBRASKA	31,458	33	2,671	16,207	11,135	27,342	1,412
NEVADA	16,070	251	1,283	7,941	5,936	13,877	659
NEW HAMPSHIRE	17,685	0	1,279	7,777	7,830	15,607	799
NEW JERSEY	174,982	2,369	13,868	86,531	64,019	150,550	8,195
NEW MEXICO	31,605	4	1,584	15,329	13,327	28,656	1,361
NEW YORK	294,675	4,605	20,490	116,321	133,123	249,444	20,136
NORTH CAROLINA	114,108	104	7,960	58,358	42,198	100,556	5,488
NORTH DAKOTA	12,729	197	1,333	6,184	4,380	10,564	635
OHIO	200,527	0	10,125	100,835	78,134	178,969	11,433
OKLAHOMA	64,247	4	5,333	33,308	23,152	56,460	2,450
OREGON	49,079	645	2,640	24,939	18,464	43,403	2,391
PENNSYLVANIA	213,606	3,653	19,547	99,821	79,857	179,678	10,728
PUERTO RICO	36,243	2	3,201	12,514	16,634	29,148	3,892
RHODE ISLAND	20,172	421	1,566	9,240	8,014	17,254	931
SOUTH CAROLINA	76,148	0	7,334	38,603	26,846	65,449	3,365
SOUTH DAKOTA	14,434	6	1,895	7,316	4,558	11,874	659
TENNESSEE	102,207	84	7,126	49,797	39,981	89,778	5,219
TEXAS	324,214	4,327	23,477	152,462	126,445	278,907	17,503
UTAH	43,763	1,079	2,648	24,858	14,057	38,915	1,121
VERMONT	12,980	106	1,194	6,518	4,635	11,153	527
VIRGINIA	105,766	11	9,103	50,846	40,207	91,053	5,599
WASHINGTON	77,041	1,308	8,908	37,177	26,555	63,732	3,093
WEST VIRGINIA	45,034	495	2,990	20,764	18,048	38,812	2,737
WISCONSIN	79,743	1,146	9,967	33,560	30,949	64,509	4,121
WYOMING	10,919	295	1,263	5,314	3,555	8,869	492
AMERICAN SAMOA	334	0	48	191	79	270	16
GUAM	1,847	0	243	569	851	1,420	184
NORTHERN MARIANAS	890	0	190	395	214	609	91
TRUST TERRITORIES	320	3	126	131	55	186	5
VIRGIN ISLANDS	1,264	.	104	530	543	1,073	87
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,587,370	34,412	362,443	2,188,809	1,766,375	3,955,184	235,331
50 STATES, D.C. & P.R.	4,582,715	34,409	361,732	2,186,993	1,764,633	3,951,626	234,948

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX1A)

TABLE AA2

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ESEA (SOP)	EHA-B AND CHAPTER 1 OF ESEA
ALABAMA	102,545	666	103,211
ALASKA	11,894	2,878	14,772
ARIZONA	53,673	1,483	55,156
ARKANSAS	44,210	3,449	47,659
CALIFORNIA	427,846	3,233	431,079
COLORADO	48,355	4,750	53,105
CONNECTICUT	59,449	4,054	63,503
DELAWARE	10,376	3,532	13,908
DISTRICT OF COLUMBIA	2,974	4,239	7,213
FLORIDA	199,996	7,929	207,925
GEORGIA	90,985	3,080	94,065
HAWAII	11,801	454	12,255
IDAHO	19,271	199	19,470
ILLINOIS	205,514	40,915	246,429
INDIANA	100,521	9,317	109,838
IOWA	56,196	1,367	57,563
KANSAS	40,915	2,501	43,416
KENTUCKY	73,041	3,459	76,500
LOUISIANA	65,168	4,197	69,365
MAINE	26,800	1,108	27,908
MARYLAND	87,523	1,974	89,497
MASSACHUSETTS	133,057	16,713	149,770
MICHIGAN	149,706	12,607	162,313
MINNESOTA	81,119	446	81,565
MISSISSIPPI	58,406	894	59,300
MISSOURI	98,136	2,529	100,665
MONTANA	15,068	762	15,830
NEBRASKA	31,159	299	31,458
NEVADA	15,471	599	16,070
NEW HAMPSHIRE	16,648	1,037	17,685
NEW JERSEY	168,788	6,194	174,982
NEW MEXICO	31,339	266	31,605
NEW YORK	259,333	35,342	294,675
NORTH CAROLINA	111,332	2,776	114,108
NORTH DAKOTA	12,012	717	12,729
OHIO	190,928	9,599	200,527
OKLAHOMA	63,288	959	64,247
OREGON	41,743	7,336	49,079
PENNSYLVANIA	190,454	23,152	213,606
PUERTO RICO	35,268	975	36,243
RHODE ISLAND	19,237	935	20,172
SOUTH CAROLINA	75,173	975	76,148
SOUTH DAKOTA	13,931	503	14,434
TENNESSEE	100,747	1,460	102,207
TEXAS	310,592	13,622	324,214
UTAH	41,267	2,496	43,763
VERMONT	10,181	2,799	12,980
VIRGINIA	104,462	1,304	105,766
WASHINGTON	73,097	3,944	77,041
WEST VIRGINIA	43,474	1,560	45,034
WISCONSIN	76,565	3,178	79,743
WYOMING	9,716	1,203	10,919
AMERICAN SAMOA	271	63	334
GUAM	1,468	379	1,847
NORTHERN MARIANAS	467	423	890
TRUST TERRITORIES	.	320	320
VIRGIN ISLANDS	1,264	.	1,264
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	4,324,220	263,150	4,587,370
50 STATES, D.C. & P.R.	4,320,750	261,965	4,582,715

THE FIGURES REPRESENT CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBXXNX1A)

TABLE AA3

NUMBER OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ESEA (SOP)	EHA-B AND CHAPTER 1 OF ESEA
ALABAMA	94,302	661	94,963
ALASKA	10,749	2,233	12,982
ARIZONA	50,610	750	51,360
ARKANSAS	41,109	2,093	43,202
CALIFORNIA	394,505	2,837	397,342
COLORADO	45,731	2,937	48,668
CONNECTICUT	54,860	3,190	58,050
DELAWARE	9,531	2,731	12,262
DISTRICT OF COLUMBIA	2,673	3,953	6,626
FLORIDA	188,584	5,273	193,857
GEORGIA	84,690	2,016	86,706
HAWAII	11,122	432	11,554
IDAHO	18,133	198	18,331
ILLINOIS	186,351	35,887	222,238
INDIANA	95,861	5,326	101,187
IOWA	51,059	535	51,594
KANSAS	37,948	1,496	39,444
KENTUCKY	65,306	1,964	67,270
LOUISIANA	59,418	3,092	62,510
MAINE	24,044	1,070	25,114
MARYLAND	81,100	1,919	83,019
MASSACHUSETTS	123,602	10,272	133,874
MICHIGAN	136,573	11,096	147,669
MINNESOTA	72,676	432	73,108
MISSISSIPPI	53,346	699	54,045
MISSOURI	93,829	2,313	96,142
MONTANA	13,710	242	13,952
NEBRASKA	28,493	261	28,754
NEVADA	14,516	20	14,536
NEW HAMPSHIRE	15,461	945	16,406
NEW JERSEY	155,236	3,509	158,745
NEW MEXICO	29,756	261	30,017
NEW YORK	242,693	26,887	269,580
NORTH CAROLINA	103,404	2,640	106,044
NORTH DAKOTA	10,889	310	11,199
OHIO	183,602	6,800	190,402
OKLAHOMA	57,971	939	58,910
OREGON	40,538	5,256	45,794
PENNSYLVANIA	177,115	13,291	190,406
PUERTO RICO	32,114	926	33,040
RHODE ISLAND	17,786	399	18,185
SOUTH CAROLINA	67,839	975	68,814
SOUTH DAKOTA	12,073	460	12,533
TENNESSEE	93,810	1,187	94,997
TEXAS	289,121	7,289	296,410
UTAH	38,909	1,127	40,036
VERMONT	9,640	2,040	11,680
VIRGINIA	95,409	1,243	96,652
WASHINGTON	64,845	1,980	66,825
WEST VIRGINIA	40,792	757	41,549
WISCONSIN	67,224	1,406	68,630
WYOMING	9,251	110	9,361
AMERICAN SAMOA	228	58	286
GUAM	1,286	318	1,604
NORTHERN MARIANAS	277	423	700
TRUST TERRITORIES	.	191	191
VIRGIN ISLANDS	1,100	.	1,100
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	4,002,860	187,655	4,190,515
50 STATES, D.C. & P.R.	3,999,909	186,665	4,186,574

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBXXNX1A)

TABLE AA4

NUMBER OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	94,963	32,292	22,507	30,122	6,310	964	1,033	535	734
ALASKA	12,982	6,985	2,771	1,978	561	142	294	86	123
ARIZONA	51,360	28,992	11,435	4,261	3,350	959	1,297	445	378
ARKANSAS	43,202	23,154	6,789	11,150	321	562	562	143	256
CALIFORNIA	397,342	237,648	91,162	24,097	11,598	6,658	5,318	6,602	11,636
COLORADO	48,668	23,755	7,802	3,235	8,867	783	3,141	752	0
CONNECTICUT	58,050	31,011	9,021	3,816	11,671	628	885	246	323
DELAWARE	12,262	6,925	1,586	1,241	1,754	158	149	229	128
DISTRICT OF COLUMBIA	6,626	3,194	1,021	1,066	943	39	173	80	59
FLORIDA	193,857	82,188	58,039	24,747	21,985	1,591	0	2,043	2,488
GEORGIA	86,706	25,430	18,421	22,676	17,458	1,136	0	749	355
HAWAII	11,554	6,539	2,081	1,194	785	251	211	273	133
IDAHO	18,331	10,449	3,140	2,848	486	287	228	312	520
ILLINOIS	222,238	102,848	55,712	26,865	27,728	2,970	160	2,992	1,795
INDIANA	101,187	38,514	35,264	19,758	4,433	1,152	804	555	136
IOWA	51,594	22,817	9,293	10,471	6,569	721	573	941	1
KANSAS	39,444	16,548	10,832	5,618	4,392	611	553	411	208
KENTUCKY	67,270	21,788	21,338	18,201	2,854	835	1,069	434	266
LOUISIANA	62,510	25,220	18,219	10,566	3,774	1,230	822	919	1,321
MAINE	25,114	10,985	5,490	2,789	4,029	288	914	231	286
MARYLAND	83,019	42,418	24,355	5,598	4,130	1,259	2,913	639	925
MASSACHUSETTS	133,874	47,207	30,712	28,341	18,435	1,893	2,964	1,485	1,889
MICHIGAN	147,669	65,677	32,955	20,067	19,796	2,407	1,766	3,564	676
MINNESOTA	73,108	34,707	13,831	10,471	10,699	1,327	149	1,159	378
MISSISSIPPI	54,045	26,280	17,397	8,525	238	459	291	663	0
MISSOURI	96,142	45,152	25,010	15,099	8,058	900	434	726	427
MONTANA	13,952	7,779	3,470	1,125	624	206	309	97	176
NEBRASKA	28,754	12,458	7,514	4,289	2,430	478	382	642	372
NEVADA	14,536	8,784	3,011	1,076	875	138	267	209	106
NEW HAMPSHIRE	16,406	10,043	2,709	991	1,626	216	245	151	321
NEW JERSEY	158,745	80,152	49,315	6,071	14,176	1,301	6,172	569	524
NEW MEXICO	30,017	14,385	8,684	2,086	3,147	394	592	510	75
NEW YORK	269,500	160,024	23,885	22,619	43,745	3,676	9,106	1,899	3,276
NORTH CAROLINA	106,044	45,904	23,500	20,929	9,070	1,775	1,327	889	2,058
NORTH DAKOTA	11,199	5,358	3,477	1,519	429	158	0	112	69
OHIO	190,402	74,263	49,547	43,288	7,578	2,075	9,152	3,599	0
OKLAHOMA	58,910	28,033	15,472	11,341	1,450	621	1,292	285	136
OREGON	45,794	24,685	11,508	3,596	2,763	1,060	0	836	999
PENNSYLVANIA	190,406	80,939	51,332	34,949	17,869	2,734	0	1,393	0
PUERTO RICO	33,040	10,021	1,277	16,214	910	1,068	1,715	451	739
RHODE ISLAND	18,185	12,009	2,914	1,027	1,451	163	80	148	240
SOUTH CAROLINA	68,814	27,211	17,801	15,090	6,075	963	376	721	145
SOUTH DAKOTA	12,533	5,640	3,728	1,575	532	290	415	175	89
TENNESSEE	94,997	49,250	22,814	13,420	2,492	1,520	1,852	904	1,824
TEXAS	296,410	167,419	58,492	24,412	23,941	4,181	3,860	3,627	8,651
UTAH	40,836	17,637	7,449	3,266	9,114	590	1,162	248	329
VERMONT	11,680	5,063	3,365	1,693	881	195	150	129	145
VIRGINIA	96,652	49,340	22,551	13,163	7,718	1,181	989	646	498
WASHINGTON	66,825	34,738	12,240	7,402	4,251	1,501	2,006	938	3,434
WEST VIRGINIA	41,549	18,986	10,636	8,556	2,275	374	2	327	150
WISCONSIN	68,630	23,226	12,859	4,958	10,003	217	16,521	402	210
WYOMING	9,361	5,056	2,469	690	564	161	1	146	220
AMERICAN SAMOA	286	0	104	153	3	16	5	2	0
GUAM	1,604	792	124	479	35	29	93	24	10
NORTHERN MARIANAS	700	135	228	110	7	25	81	83	11
TRUST TERRITORIES	191	35	13	9	1	20	1	11	89
VIRGIN ISLANDS	1,160	254	237	569	38	19	14	5	12
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,190,515	1,998,422	968,906	581,465	377,295	57,555	84,870	47,392	50,349
50 STATES, D.C. & P.R.	4,186,574	1,997,206	968,202	580,145	377,213	57,446	84,676	47,267	50,227

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA4

NUMBER OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	439	27
ALASKA	41	1
ARIZONA	243	0
ARKANSAS	212	53
CALIFORNIA	2,482	141
COLORADO	254	79
CONNECTICUT	424	25
DELAWARE	65	27
DISTRICT OF COLUMBIA	44	7
FLORIDA	755	21
GEORGIA	461	20
HAWAII	77	10
IDAHO	61	0
ILLINOIS	1,117	51
INDIANA	536	35
IOWA	176	32
KANSAS	224	47
KENTUCKY	478	7
LOUISIANA	419	20
MAINE	94	8
MARYLAND	712	70
MASSACHUSETTS	812	136
MICHIGAN	761	0
MINNESOTA	358	29
MISSISSIPPI	183	9
MISSOURI	282	54
MONTANA	157	9
NEBRASKA	186	3
NEVADA	68	2
NEW HAMPSHIRE	97	7
NEW JERSEY	396	69
NEW MEXICO	118	26
NEW YORK	1,316	34
NORTH CAROLINA	573	19
NORTH DAKOTA	64	13
OHIO	896	6
OKLAHOMA	244	36
OREGON	329	16
PENNSYLVANIA	1,184	6
PUERTO RICO	586	59
RHODE ISLAND	68	5
SOUTH CAROLINA	422	10
SOUTH DAKOTA	52	37
TENNESSEE	897	24
TEXAS	1,761	66
UTAH	197	44
VERMONT	46	13
VIRGINIA	555	11
WASHINGTON	271	44
WEST VIRGINIA	227	16
WISCONSIN	225	9
WYOMING	52	2
AMERICAN SAMOA	2	1
GUAM	11	7
NORTHERN MARIANAS	7	13
TRUST TERRITORIES	12	0
VIRGIN ISLANDS	14	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	22,743	1,516
50 STATES, D.C. & P.R.	22,697	1,495

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING SCHOOL YEAR 1988-89

	AGE GROUP						
STATE	0-21	0-2	3-5	6-11	12-17	6-17	18-21
ALABAMA	666	0	5	139	367	506	155
ALASKA	2,878	251	394	1,340	793	2,133	100
ARIZONA	1,483	340	393	374	278	652	98
ARKANSAS	3,449	484	872	1,009	797	1,806	287
CALIFORNIA	3,233	268	128	417	1,193	1,610	1,227
COLORADO	4,750	613	1,200	1,484	1,035	2,519	418
CONNECTICUT	4,054	579	285	543	1,951	2,494	696
DELAWARE	3,532	128	673	1,177	1,190	2,367	364
DISTRICT OF COLUMBIA	4,239	0	286	1,717	1,811	3,528	425
FLORIDA	7,929	1,166	1,490	2,381	2,181	4,562	711
GEORGIA	3,080	279	785	830	829	1,659	357
HAWAII	454	0	22	106	232	338	94
IDAHO	199	0	1	45	123	168	30
ILLINOIS	40,915	0	5,028	14,374	17,835	32,209	3,678
INDIANA	9,317	1,600	2,391	2,372	1,779	4,151	1,175
IOWA	1,367	818	14	102	334	436	99
KANSAS	2,501	348	657	634	714	1,348	148
KENTUCKY	3,459	470	1,025	915	782	1,697	267
LOUISIANA	4,197	663	442	973	1,341	2,314	778
MAINE	1,108	0	38	251	656	907	163
MARYLAND	1,974	5	50	344	990	1,334	585
MASSACHUSETTS	16,713	4,451	1,990	3,559	4,942	8,501	1,771
MICHIGAN	12,607	386	1,125	3,762	4,969	8,731	2,365
MINNESOTA	446	1	13	92	276	368	64
MISSISSIPPI	894	51	144	227	336	563	136
MISSOURI	2,529	148	68	778	987	1,765	548
MONTANA	762	215	305	89	116	205	37
NEBRASKA	299	33	5	41	164	205	56
NEVADA	599	251	328	19	0	19	1
NEW HAMPSHIRE	1,037	0	92	275	511	786	159
NEW JERSEY	6,194	2,369	316	945	1,622	2,567	942
NEW MEXICO	266	4	1	76	141	217	44
NEW YORK	35,342	4,605	3,850	12,965	10,665	23,630	3,257
NORTH CAROLINA	2,776	104	32	514	1,536	2,050	590
NORTH DAKOTA	717	197	210	225	54	279	31
OHIO	9,599	0	2,799	2,181	2,523	4,704	2,096
OKLAHOMA	959	4	16	177	485	662	277
OREGON	7,336	645	1,435	2,357	2,236	4,593	663
PENNSYLVANIA	23,152	3,653	6,208	6,919	5,168	12,087	1,204
PUERTO RICO	975	2	47	206	446	652	274
RHODE ISLAND	935	421	115	108	209	317	82
SOUTH CAROLINA	975	0	0	183	518	701	274
SOUTH DAKOTA	503	6	37	163	175	338	122
TENNESSEE	1,460	84	189	316	646	962	225
TEXAS	13,622	4,327	2,006	2,825	2,986	5,811	1,478
UTAH	2,496	1,079	290	680	334	1,014	113
VERMONT	2,799	106	653	954	863	1,817	223
VIRGINIA	1,304	11	50	359	500	859	384
WASHINGTON	3,944	1,308	656	912	720	1,632	348
WEST VIRGINIA	1,560	495	308	157	291	448	309
WISCONSIN	3,178	1,146	626	559	572	1,131	275
WYOMING	1,203	295	798	14	74	88	22
AMERICAN SAMOA	63	0	5	27	23	50	8
GUAM	379	0	61	120	134	254	64
NORTHERN MARIANAS	423	0	0	234	132	366	57
TRUST TERRITORIES	320	3	126	131	55	186	5
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	263,150	34,412	41,063	74,676	82,620	157,296	30,359
50 STATES, D.C. & P.R.	261,965	34,409	40,891	74,164	82,276	156,440	30,225

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX1A)

TABLE AA6

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	139	0	0	4	0	79	17	0	0
ALASKA	1,340	633	522	78	16	17	41	11	14
ARIZONA	374	0	29	34	3	189	66	9	9
ARKANSAS	1,009	27	80	539	1	107	147	44	25
CALIFORNIA	417	36	0	130	72	145	0	0	0
COLORADO	1,484	130	135	343	107	71	566	86	0
CONNECTICUT	543	34	9	78	97	33	96	0	4
DELAWARE	1,177	468	0	273	188	50	19	98	40
DISTRICT OF COLUMBIA	1,717	834	148	291	268	13	78	42	26
FLORIDA	2,381	0	0	2,082	163	109	0	0	0
GEORGIA	830	10	64	288	203	193	0	13	4
HAWAII	106	5	1	25	16	1	19	32	4
IDAHO	45	0	8	3	0	25	9	0	0
ILLINOIS	14,374	3,360	833	4,078	3,735	853	5	952	313
INDIANA	2,372	119	155	1,370	70	213	223	96	33
IOWA	102	0	0	6	33	40	1	0	0
KANSAS	634	40	115	132	127	82	73	30	6
KENTUCKY	915	20	107	305	46	172	167	34	17
LOUISIANA	973	44	32	372	79	118	171	93	32
MAINE	251	9	22	49	80	18	55	7	6
MARYLAND	344	10	5	18	40	130	35	10	3
MASSACHUSETTS	3,559	1,252	818	755	487	51	78	40	51
MICHIGAN	3,762	152	159	1,863	534	41	761	24	226
MINNESOTA	92	0	0	8	14	49	9	0	0
MISSISSIPPI	227	3	49	44	1	64	24	16	.
MISSOURI	778	0	0	707	8	49	5	0	0
MONTANA	89	1	4	3	0	27	11	1	0
NEBRASKA	41	0	0	8	1	17	6	0	3
NEVADA	19	0	0	0	17	0	1	0	1
NEW HAMPSHIRE	275	21	17	23	6	79	62	11	15
NEW JERSEY	945	33	1	425	37	78	158	35	4
NEW MEXICO	76	0	0	9	26	37	0	0	0
NEW YORK	12,965	1,865	3,267	1,639	2,094	775	2,177	556	459
NORTH CAROLINA	514	1	0	94	61	224	105	2	7
NORTH DAKOTA	225	5	25	115	0	25	.	30	2
OHIO	2,181	15	0	412	33	21	1,655	3	.
OKLAHOMA	177	1	1	11	32	45	59	3	0
OREGON	2,357	136	183	780	240	468	0	194	201
PENNSYLVANIA	6,919	1,375	864	2,489	1,445	269	0	362	0
PUERTO RICO	206	5	0	109	4	9	32	48	6
RHODE ISLAND	108	37	2	22	15	4	16	8	1
SOUTH CAROLINA	183	0	0	69	0	45	48	0	0
SOUTH DAKOTA	163	1	0	6	49	29	20	40	3
TENNESSEE	316	18	2	54	93	78	20	0	3
TEXAS	2,825	117	78	435	23	1,520	310	103	123
UTAH	680	7	78	107	35	195	131	41	13
VERMONT	954	77	316	341	54	41	69	29	17
VIRGINIA	359	6	0	35	16	70	13	0	4
WASHINGTON	912	42	13	269	43	65	206	91	99
WEST VIRGINIA	157	2	3	63	5	38	2	8	7
WISCONSIN	559	21	47	42	27	1	392	14	6
WYOMING	14	0	0	11	0	3	0	0	0
AMERICAN SAMOA	27	0	0	18	2	1	3	1	0
GUAM	120	2	7	46	8	15	31	1	0
NORTHERN MARIANAS	234	0	105	25	1	12	33	40	6
TRUST TERRITORIES	131	8	7	4	0	12	0	7	86
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	74,676	10,982	8,311	21,539	10,755	7,186	8,276	3,265	1,879
50 STATES, D.C. & P.R.	74,184	10,972	8,192	21,446	10,744	7,066	8,209	3,216	1,787

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA6

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	39	0
ALASKA	8	0
ARIZONA	35	0
ARKANSAS	37	2
CALIFORNIA	23	11
COLORADO	22	24
CONNECTICUT	187	5
DELAWARE	24	17
DISTRICT OF COLUMBIA	16	1
FLORIDA	27	0
GEORGIA	49	6
HAWAII	3	0
IDAHO	0	0
ILLINOIS	230	15
INDIANA	89	4
IOWA	14	8
KANSAS	22	7
KENTUCKY	45	2
LOUISIANA	29	3
MAINE	2	3
MARYLAND	75	18
MASSACHUSETTS	22	5
MICHIGAN	2	0
MINNESOTA	16	5
MISSISSIPPI	25	1
MISSOURI	9	0
MONTANA	41	1
NEBRASKA	6	0
NEVADA	0	0
NEW HAMPSHIRE	37	4
NEW JERSEY	152	22
NEW MEXICO	0	4
NEW YORK	129	4
NORTH CAROLINA	12	8
NORTH DAKOTA	15	8
OHIO	40	2
OKLAHOMA	24	1
OREGON	149	6
PENNSYLVANIA	114	1
PUERTO RICO	2	0
RHODE ISLAND	3	0
SOUTH CAROLINA	21	0
SOUTH DAKOTA	3	12
TENNESSEE	45	3
TEXAS	104	12
UTAH	73	0
VERMONT	9	1
VIRGINIA	212	3
WASHINGTON	19	5
WEST VIRGINIA	23	6
WISCONSIN	9	0
WYOMING	0	0
AMERICAN SAMOA	1	1
GUAM	8	2
NORTHERN MARIANAS	4	8
TRUST TERRITORIES	7	0
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	2,312	251
50 STATES, D.C. & P.R.	2,292	240

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA7

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	367	0	0	21	148	104	24	0	0
ALASKA	793	639	47	39	29	16	15	3	4
ARIZONA	278	0	2	18	0	158	41	2	16
ARKANSAS	797	30	14	478	3	92	97	19	9
CALIFORNIA	1,193	97	61	302	235	445	8	0	0
COLORADO	1,035	61	7	252	274	53	315	24	8
CONNECTICUT	1,951	1,033	17	101	539	44	48	5	3
DELAWARE	1,190	394	0	260	328	32	30	83	33
DISTRICT OF COLUMBIA	1,811	761	26	417	496	8	49	23	18
FLORIDA	2,181	0	0	1,361	497	239	0	0	0
GEORGIA	829	5	8	231	321	187	0	7	11
HAWAII	232	21	0	59	46	6	40	44	9
IDAHO	123	0	3	19	29	56	16	0	0
ILLINOIS	17,835	3,235	202	4,286	8,155	757	19	706	192
INDIANA	1,779	92	68	1,012	120	219	127	44	8
IOWA	334	21	0	35	194	42	3	1	1
KANSAS	714	31	1	116	336	98	97	0	0
KENTUCKY	782	84	21	238	163	124	68	7	0
LOUISIANA	1,341	77	13	569	287	156	104	58	24
MAINE	656	46	5	122	363	27	83	5	3
MARYLAND	990	58	15	146	288	190	175	17	18
MASSACHUSETTS	4,942	1,738	1,145	1,046	676	70	108	54	70
MICHIGAN	4,969	434	17	2,454	1,126	92	557	32	241
MINNESOTA	276	25	7	32	94	91	0	0	0
MISSISSIPPI	336	1	13	132	2	84	37	28	.
MISSOURI	987	0	0	843	25	85	12	0	0
MONTANA	116	6	1	11	2	42	14	0	0
NEBRASKA	164	38	1	28	44	31	2	0	5
NEVADA	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	511	82	26	136	66	69	63	9	14
NEW JERSEY	1,622	149	17	461	432	127	236	30	9
NEW MEXICO	141	0	0	31	47	53	2	0	0
NEW YORK	10,665	1,141	151	1,318	5,464	590	1,368	280	235
NORTH CAROLINA	1,536	40	11	424	535	264	179	21	22
NORTH DAKOTA	54	0	0	27	1	18	.	0	1
OHIO	2,523	0	0	523	52	69	1,808	0	.
OKLAHOMA	485	26	0	123	77	53	152	5	0
OREGON	2,236	139	29	862	426	413	0	120	108
PENNSYLVANIA	5,168	802	20	1,874	1,969	188	0	201	0
PUERTO RICO	446	0	0	320	13	2	42	52	17
RHODE ISLAND	209	31	0	44	105	9	3	10	1
SOUTH CAROLINA	518	72	2	173	107	83	55	1	0
SOUTH DAKOTA	175	5	0	19	50	21	37	20	5
TENNESSEE	646	57	20	112	253	116	21	0	11
TEXAS	2,986	301	12	561	391	1,242	272	26	56
UTAH	334	1	1	78	63	111	28	7	1
VERMONT	863	65	38	543	97	43	52	11	8
VIRGINIA	500	9	0	85	56	87	42	1	3
WASHINGTON	720	12	0	243	58	103	192	28	44
WEST VIRGINIA	291	5	1	94	39	56	0	9	29
WISCONSIN	572	8	6	49	106	1	361	2	4
WYOMING	74	0	0	31	32	11	0	0	0
AMERICAN SAMOA	23	0	0	19	1	0	1	1	0
GUAM	134	11	0	43	24	11	38	2	0
NORTHERN MARIANAS	132	7	60	30	2	4	14	13	0
TRUST TERRITORIES	55	25	6	2	1	8	1	4	3
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	82,620	11,907	2,094	22,853	25,305	7,300	7,052	2,015	1,236
50 STATES, D.C. & P.R.	82,276	11,864	2,028	22,759	25,277	7,277	6,998	1,995	1,233

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA7

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	64	8
ALASKA	1	0
ARIZONA	41	0
ARKANSAS	55	0
CALIFORNIA	33	12
COLORADO	21	28
CONNECTICUT	157	6
DELAWARE	25	5
DISTRICT OF COLUMBIA	9	4
FLORIDA	82	2
GEORGIA	52	7
HAWAII	5	2
IDAHO	0	0
ILLINOIS	268	23
INDIANA	66	1
IOWA	28	9
KANSAS	26	7
KENTUCKY	76	1
LOUISIANA	58	3
MAINE	2	0
MARYLAND	77	14
MASSACHUSETTS	38	5
MICHIGAN	16	0
MINNESOTA	25	2
MISSISSIPPI	35	4
MISSOURI	21	1
MONTANA	39	1
NEBRASKA	15	0
NEVADA	0	0
NEW HAMPSHIRE	44	2
NEW JERSEY	139	22
NEW MEXICO	0	8
NEW YORK	115	5
NORTH CAROLINA	36	4
NORTH DAKOTA	2	5
OHIO	71	0
OKLAHOMA	47	2
OREGON	132	7
PENNSYLVANIA	94	0
PUERTO RICO	0	0
RHODE ISLAND	4	2
SOUTH CAROLINA	25	0
SOUTH DAKOTA	6	10
TENNESSEE	52	4
TEXAS	106	17
UTAH	31	13
VERMONT	5	1
VIRGINIA	214	3
WASHINGTON	36	4
WEST VIRGINIA	53	5
WISCONSIN	35	0
WYOMING	0	0
AMERICAN SAMOA	1	0
GUAM	3	2
NORTHERN MARIANAS	0	2
TRUST TERRITORIES	5	0
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	2,595	263
50 STATES, D.C. & P.R.	2,586	259

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA8

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	155	0	0	21	40	45	30	0	0
ALASKA	100	73	3	10	4	5	4	1	0
ARIZONA	98	0	1	5	0	43	26	1	7
ARKANSAS	287	1	0	230	0	21	18	3	1
CALIFORNIA	1,227	171	228	435	192	151	12	6	11
COLORADO	418	12	1	181	40	18	142	3	0
CONNECTICUT	696	177	1	69	340	15	29	1	3
DELAWARE	364	49	0	128	105	3	26	26	18
DISTRICT OF COLUMBIA	425	102	0	163	103	0	32	9	14
FLORIDA	711	0	0	501	62	114	0	0	0
GEORGIA	357	22	2	234	32	35	0	1	1
HAWAII	94	2	0	48	6	11	16	5	0
IDAHO	30	0	1	16	4	8	1	0	0
ILLINOIS	3,678	160	20	1,929	1,141	129	32	165	43
INDIANA	1,175	30	4	834	53	65	132	20	18
IOWA	99	0	0	53	14	17	0	1	0
KANSAS	148	5	1	30	20	28	48	0	0
KENTUCKY	267	19	3	153	5	24	40	3	5
LOUISIANA	778	14	2	503	42	88	63	20	17
MAINE	163	8	0	63	37	12	41	1	1
MARYLAND	555	90	2	120	112	40	146	2	9
MASSACHUSETTS	1,771	626	408	375	243	26	38	19	24
MICHIGAN	2,365	16	0	1,816	120	25	258	17	102
MINNESOTA	64	1	0	46	1	11	0	0	0
MISSISSIPPI	136	0	0	80	0	31	11	5	.
MISSOURI	548	0	0	499	0	20	16	0	0
MONTANA	37	1	0	18	0	9	2	0	0
NEBRASKA	56	10	0	17	2	16	2	0	4
NEVADA	1	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	159	25	1	80	7	8	22	8	5
NEW JERSEY	942	65	11	383	246	37	136	10	24
NEW MEXICO	44	0	0	25	0	12	0	0	0
NEW YORK	3,257	168	10	895	934	271	721	59	135
NORTH CAROLINA	590	28	16	284	45	42	139	6	19
NORTH DAKOTA	31	0	0	26	1	2	.	0	0
OHIO	2,096	0	0	547	44	39	1,440	0	.
OKLAHOMA	277	0	0	106	3	24	130	3	0
OREGON	663	15	9	469	25	57	0	39	20
PENNSYLVANIA	1,204	82	7	829	172	37	0	72	0
PUERTO RICO	274	1	0	198	9	2	31	27	6
RHODE ISLAND	82	8	0	21	38	3	7	1	2
SOUTH CAROLINA	274	47	0	152	13	17	31	1	0
SOUTH DAKOTA	122	1	0	68	7	7	21	6	1
TENNESSEE	225	2	3	118	16	41	15	0	3
TEXAS	1,478	128	2	674	42	346	194	11	18
UTAH	113	1	0	27	28	15	28	0	1
VERMONT	223	8	3	159	17	11	20	2	1
VIRGINIA	384	36	0	170	23	48	57	1	10
WASHINGTON	348	0	0	113	28	38	132	5	5
WEST VIRGINIA	309	5	2	148	10	21	0	32	65
WISCONSIN	275	26	0	71	44	1	127	1	0
WYOMING	22	0	0	17	0	4	1	0	0
AMERICAN SAMOA	8	0	0	8	0	0	0	0	0
GUAM	64	0	0	31	3	3	24	0	0
NORTHERN MARIANAS	57	5	23	9	2	4	5	5	2
TRUST TERRITORIES	5	2	0	3	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	30,359	2,242	764	14,209	4,475	2,100	4,446	598	595
50 STATES, D.C. & P.R.	30,225	2,235	741	14,158	4,470	2,093	4,417	593	593

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA8

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	13	6
ALASKA	0	0
ARIZONA	15	0
ARKANSAS	12	1
CALIFORNIA	15	6
COLORADO	3	18
CONNECTICUT	58	3
DELAWARE	5	4
DISTRICT OF COLUMBIA	0	2
FLORIDA	32	2
GEORGIA	26	4
HAWAII	3	3
IDAHO	0	0
ILLINOIS	47	12
INDIANA	18	1
IOWA	11	3
KANSAS	7	9
KENTUCKY	15	0
LOUISIANA	21	8
MAINE	0	0
MARYLAND	50	14
MASSACHUSETTS	11	1
MICHIGAN	11	0
MINNESOTA	4	1
MISSISSIPPI	7	2
MISSOURI	9	4
MONTANA	6	1
NEBRASKA	5	0
NEVADA	0	0
NEW HAMPSHIRE	2	1
NEW JERSEY	6	24
NEW MEXICO	0	7
NEW YORK	63	1
NORTH CAROLINA	8	3
NORTH DAKOTA	2	0
OHIO	26	0
OKLAHOMA	11	0
OREGON	26	3
PENNSYLVANIA	5	0
PUERTO RICO	0	0
RHODE ISLAND	1	1
SOUTH CAROLINA	13	0
SOUTH DAKOTA	5	6
TENNESSEE	24	3
TEXAS	52	11
UTAH	0	13
VERMONT	1	1
VIRGINIA	38	1
WASHINGTON	5	22
WEST VIRGINIA	21	5
WISCONSIN	5	0
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	3
NORTHERN MARIANAS	2	0
TRUST TERRITORIES	0	0
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	720	210
50 STATES, D.C. & P.R.	718	207

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX2A)

TABLE AA9

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	661	0	0	46	186	228	71	0	0
ALASKA	2,233	1,345	572	127	49	38	60	15	18
ARIZONA	750	0	32	57	3	390	133	12	32
ARKANSAS	2,093	58	94	1,247	4	220	262	66	35
CALIFORNIA	2,837	304	289	867	499	741	20	6	11
COLORADO	2,937	203	143	776	421	142	1,023	113	0
CONNECTICUT	3,190	1,244	27	248	976	92	171	6	10
DELAWARE	2,731	911	0	661	621	85	75	207	91
DISTRICT OF COLUMBIA	3,953	1,697	174	871	867	21	159	74	58
FLORIDA	5,273	0	0	3,944	722	462	0	0	0
GEORGIA	2,016	37	74	753	556	415	0	21	16
HAWAII	432	28	1	132	68	18	75	81	13
IDAHO	198	0	12	38	33	89	26	0	0
ILLINOIS	35,887	6,755	1,055	10,293	13,031	1,739	56	1,823	548
INDIANA	5,326	241	227	3,216	243	497	482	168	59
IOWA	535	21	0	94	241	99	4	2	1
KANSAS	1,496	76	117	278	483	288	218	30	6
KENTUCKY	1,964	123	131	696	214	320	275	44	22
LOUISIANA	3,092	135	47	1,444	408	362	338	171	73
MAINE	1,070	63	27	234	480	57	179	13	10
MARYLAND	1,919	150	22	284	448	360	356	29	30
MASSACHUSETTS	10,272	3,616	2,371	2,176	1,406	147	224	113	145
MICHIGAN	11,096	602	176	6,133	1,700	158	1,576	73	569
MINNESOTA	432	26	7	86	109	151	0	0	0
MISSISSIPPI	699	4	62	256	3	179	72	49	.
MISSOURI	2,313	0	0	2,049	33	154	33	0	0
MONTANA	242	8	5	32	2	78	27	1	0
NEBRASKA	261	48	1	63	47	64	10	0	12
NEVADA	20	0	0	1	17	0	1	0	1
NEW HAMPSHIRE	945	126	44	239	79	156	147	28	34
NEW JERSEY	3,509	247	29	1,269	715	242	530	75	37
NEW MEXICO	261	0	0	65	73	102	2	0	0
NEW YORK	26,887	3,174	3,428	3,852	8,492	1,636	4,264	895	829
NORTH CAROLINA	2,640	69	27	802	641	530	423	29	48
NORTH DAKOTA	310	5	25	168	2	45	.	30	3
OHIO	6,809	15	0	1,482	129	129	4,983	3	.
OKLAHOMA	939	27	1	240	112	122	341	11	0
OREGON	5,256	290	221	2,111	691	938	0	353	329
PENNSYLVANIA	13,291	2,259	891	5,192	3,686	494	0	635	0
PUERTO RICO	926	6	0	627	26	4	185	127	29
RHODE ISLAND	399	76	2	87	158	16	26	19	4
SOUTH CAROLINA	975	119	2	394	120	145	134	2	0
SOUTH DAKOTA	460	7	0	93	186	57	78	66	9
TENNESSEE	1,187	77	25	284	362	235	56	0	17
TEXAS	7,289	546	92	1,670	456	3,188	776	148	197
UTAH	1,127	9	79	212	126	321	187	48	15
VERMONT	2,040	150	357	1,043	168	95	141	42	26
VIRGINIA	1,243	51	0	290	95	205	112	2	17
WASHINGTON	1,960	54	13	625	129	206	590	124	148
WEST VIRGINIA	757	12	6	305	54	115	2	49	101
WISCONSIN	1,406	55	53	162	177	3	800	17	10
WYOMING	110	0	0	59	32	18	1	0	0
AMERICAN SAMOA	58	0	0	45	3	1	4	2	0
GUAM	318	13	7	120	35	29	93	3	0
NORTHERN MARIANAS	423	12	168	64	5	20	52	58	8
TRUST TERRITORIES	191	35	13	9	1	20	1	11	89
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	187,655	25,131	11,169	58,601	40,535	16,506	19,774	5,878	3,710
50 STATES, D.C. & P.R.	186,665	25,071	10,961	58,363	40,491	16,436	19,624	5,804	3,613

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA9

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	116	14
ALASKA	9	0
ARIZONA	91	0
ARKANSAS	104	3
CALIFORNIA	71	29
COLORADO	48	79
CONNECTICUT	402	14
DELAWARE	54	26
DISTRICT OF COLUMBIA	25	7
FLORIDA	141	4
GEORGIA	127	17
HAWAII	11	5
IDAHO	0	0
ILLINOIS	537	58
INDIANA	195	6
IOWA	53	20
KANSAS	57	23
KENTUCKY	136	3
LOUISIANA	100	14
MAINE	4	3
MARYLAND	292	46
MASSACHUSETTS	63	11
MICHIGAN	29	0
MINNESOTA	45	0
MISSISSIPPI	67	7
MISSOURI	39	5
MONTANA	86	3
NEBRASKA	28	0
NEVADA	0	0
NEW HAMPSHIRE	83	7
NEW JERSEY	297	68
NEW MEXICO	0	19
NEW YORK	307	10
NORTH CAROLINA	56	15
NORTH DAKOTA	19	13
OHIO	137	2
OKLAHOMA	82	3
OREGON	307	16
PENNSYLVANIA	213	1
PUERTO RICO	2	0
RHODE ISLAND	8	3
SOUTH CAROLINA	59	0
SOUTH DAKOTA	18	28
TENNESSEE	121	10
TEXAS	264	48
UTAH	104	26
VERMONT	15	3
VIRGINIA	464	7
WASHINGTON	60	31
WEST VIRGINIA	97	10
WISCONSIN	40	0
WYOMING	8	0
AMERICAN SAMOA	2	1
GUAM	11	7
NORTHERN MARIANAS	6	10
TRUST TERRITORIES	12	0
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	5,627	724
50 STATES, D.C. & P.R.	5,596	706

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX2A)

TABLE AA10

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE GROUP

DURING SCHOOL YEAR 1988-89

STATE	AGE GROUP 3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	102,545	8,243	42,624	41,259	83,883	10,419
ALASKA	11,894	1,145	6,310	3,998	10,308	441
ARIZONA	53,673	3,063	26,560	21,322	47,882	2,728
ARKANSAS	44,210	3,101	19,178	19,943	39,121	1,988
CALIFORNIA	427,846	33,341	215,713	160,817	376,530	17,975
COLORADO	48,355	2,624	23,561	20,192	43,753	1,978
CONNECTICUT	59,449	4,589	27,803	24,108	51,911	2,949
DELAWARE	10,376	845	5,286	3,833	9,119	412
DISTRICT OF COLUMBIA	2,974	301	1,260	1,122	2,382	291
FLORIDA	199,996	11,412	108,913	72,352	181,265	7,319
GEORGIA	90,985	6,295	46,026	35,054	81,080	3,610
HAWAII	11,801	679	5,731	5,040	10,771	351
IDAHO	19,271	1,138	10,418	6,330	16,748	1,385
ILLINOIS	20[illegible],514	19,163	102,775	76,103	178,878	7,473
INDIANA	10[illegible]521	4,660	56,749	35,607	92,356	3,505
IOWA	5[illegible],196	5,137	25,710	22,405	48,115	2,944
KANSAS	40,915	2,967	22,044	14,363	36,407	1,541
KENTUCKY	73,041	7,735	36,347	25,928	62,275	3,031
LOUISIANA	65,168	5,750	30,166	25,563	55,729	3,689
MAINE	26,800	2,756	12,895	10,162	23,057	987
MARYLAND	87,523	6,423	41,958	34,537	76,495	4,605
MASSACHUSETTS	133,057	9,455	63,338	54,734	118,072	5,530
MICHIGAN	149,706	13,133	68,620	60,438	129,058	7,515
MINNESOTA	81,119	8,443	37,509	32,023	69,532	3,144
MISSISSIPPI	58,406	5,060	28,066	22,466	50,532	2,814
MISSOURI	98,136	4,307	51,053	38,847	89,900	3,929
MONTANA	15,068	1,358	7,826	5,211	13,037	673
NEBRASKA	31,159	2,666	16,166	10,971	27,137	1,356
NEVADA	15,471	955	7,922	5,936	13,858	658
NEW HAMPSHIRE	16,648	1,187	7,502	7,319	14,821	640
NEW JERSEY	168,788	13,552	85,586	62,397	147,983	7,253
NEW MEXICO	31,339	1,583	15,253	13,186	28,439	1,317
NEW YORK	259,333	16,640	103,356	122,458	225,814	16,879
NORTH CAROLINA	111,332	7,928	57,844	40,662	98,506	4,898
NORTH DAKOTA	12,012	1,123	5,959	4,326	10,285	604
OHIO	190,928	7,326	98,654	75,611	174,265	9,337
OKLAHOMA	63,288	5,317	33,131	22,667	55,798	2,173
OREGON	41,743	1,205	22,582	16,228	38,810	1,728
PENNSYLVANIA	190,454	13,339	92,902	74,689	167,591	9,524
PUERTO RICO	35,268	3,154	12,308	16,188	28,496	3,618
RHODE ISLAND	19,237	1,451	9,132	7,805	16,937	849
SOUTH CAROLINA	75,173	7,334	38,420	26,328	64,748	3,091
SOUTH DAKOTA	13,931	1,858	7,153	4,383	11,536	537
TENNESSEE	100,747	6,937	49,481	39,335	88,816	4,994
TEXAS	310,592	21,471	149,637	123,459	273,096	16,025
UTAH	41,267	2,358	24,178	13,723	37,901	1,008
VERMONT	10,181	541	5,564	3,772	9,336	304
VIRGINIA	104,462	9,053	50,487	39,707	90,194	5,215
WASHINGTON	73,097	8,252	36,265	25,835	62,100	2,745
WEST VIRGINIA	43,474	2,682	20,607	17,757	38,364	2,428
WISCONSIN	76,565	9,341	33,001	30,377	63,378	3,846
WYOMING	9,716	465	5,300	3,481	8,781	470
AMERICAN SAMOA	271	43	164	56	220	8
GUAM	1,468	182	449	717	1,166	120
NORTHERN MARIANAS	467	190	161	82	243	34
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	1,264	104	530	543	1,073	87
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,324,220	321,360	2,114,133	1,683,755	3,797,888	204,972
50 STATES, D.C. & P.R.	4,320,750	320,841	2,112,829	1,682,357	3,795,186	204,723

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX1A)

TABLE AA11

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	42,624	10,877	19,486	8,369	2,344	335	477	257	345
ALASKA	6,310	2,628	2,044	1,174	174	55	120	40	55
ARIZONA	26,560	12,496	10,012	1,743	1,116	286	511	274	43
ARKANSAS	19,178	8,448	6,239	3,774	116	207	162	36	102
CALIFORNIA	215,713	109,034	77,390	9,126	3,739	3,072	2,506	3,244	6,327
COLORADO	23,561	10,997	6,547	822	3,200	331	1,182	380	0
CONNECTICUT	27,803	14,146	7,966	1,199	3,551	284	369	142	134
DELAWARE	5,286	2,977	1,501	264	421	40	59	7	15
DISTRICT OF COLUMBIA	1,260	435	771	24	8	15	4	3	0
FLORIDA	106,913	36,466	50,372	8,433	9,004	503	0	1,141	589
GEORGIA	46,026	11,074	16,937	8,637	8,366	381	0	305	154
HAWAII	5,731	2,691	1,855	457	309	125	72	106	80
IDAHO	10,418	5,731	2,961	1,208	161	109	20	112	94
ILLINOIS	102,775	41,790	49,738	5,038	4,352	618	51	544	362
INDIANA	56,749	15,018	32,777	6,373	1,592	363	108	223	46
IOWA	25,710	9,380	8,685	4,340	2,160	321	250	512	0
KANSAS	22,044	7,413	10,140	2,186	1,420	221	214	243	102
KENTUCKY	36,347	7,727	19,798	6,594	1,031	270	422	201	108
LOUISIANA	30,166	7,756	15,270	3,772	1,307	491	290	406	712
MAINE	12,895	4,870	4,756	900	1,429	124	388	154	122
MARYLAND	41,958	16,200	19,838	1,930	1,100	456	1,255	367	556
MASSACHUSETTS	63,338	22,323	14,542	13,414	8,726	892	1,401	701	892
MICHIGAN	68,620	24,812	29,221	5,109	6,092	1,066	45	1,821	51
MINNESOTA	37,509	16,033	12,329	4,177	3,151	666	82	700	207
MISSISSIPPI	28,006	8,631	15,965	2,744	91	135	113	339	0
MISSOURI	51,053	19,235	22,304	4,793	3,204	379	242	409	248
MONTANA	7,826	3,564	3,232	457	189	65	144	64	64
NEBRASKA	16,166	5,541	6,906	1,770	900	207	198	340	216
NEVADA	7,922	4,030	2,724	442	350	73	158	92	13
NEW HAMPSHIRE	7,502	4,091	2,225	300	517	33	73	92	163
NEW JERSEY	85,506	32,624	44,607	1,297	3,239	523	2,882	241	133
NEW MEXICO	15,253	6,354	5,904	792	1,274	134	328	277	47
NEW YORK	103,356	62,560	16,785	5,930	12,739	915	2,272	498	1,174
NORTH CAROLINA	57,844	21,419	21,702	8,204	3,642	665	488	482	1,002
NORTH DAKOTA	5,959	2,146	3,102	429	123	60	0	41	34
OHIO	98,654	29,835	45,997	15,346	2,615	1,037	2,174	1,291	0
OKLAHOMA	33,131	12,019	14,603	4,745	507	282	637	162	68
OREGON	22,582	11,020	9,905	516	666	42	0	171	252
PENNSYLVANIA	92,902	29,821	46,210	10,191	4,794	1,084	0	329	0
PUERTO RICO	12,308	4,054	1,019	4,892	438	475	647	161	347
RHODE ISLAND	9,132	5,439	2,630	356	424	58	34	80	79
SOUTH CAROLINA	38,420	12,577	16,651	5,393	2,572	471	131	364	76
SOUTH DAKOTA	7,153	2,339	3,550	646	116	143	216	82	31
TENNESSEE	49,481	20,062	20,625	4,959	756	596	990	467	607
TEXAS	149,637	71,580	53,606	8,438	7,799	511	1,456	1,795	3,723
UTAH	24,178	10,144	6,984	1,352	4,676	154	511	118	172
VERMONT	5,564	2,355	2,409	321	314	46	0	36	63
VIRGINIA	50,487	20,570	20,789	4,838	2,537	506	495	426	272
WASHINGTON	36,265	15,875	11,547	3,122	1,688	786	697	482	1,944
WEST VIRGINIA	20,607	6,602	9,869	2,954	787	149	0	156	24
WISCONSIN	33,001	7,898	11,415	1,130	3,093	97	8,969	211	94
WYOMING	5,300	2,369	2,216	223	176	62	0	99	124
AMERICAN SAMOA	164	0	90	68	0	5	1	0	0
GUAM	449	231	101	96	0	0	0	13	8
NORTHERN MARIANAS	161	71	27	9	1	4	22	24	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	530	125	169	178	22	11	11	5	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,114,133	838,503	847,203	196,161	125,118	21,019	33,957	21,266	22,076
50 STATES, D.C. & P.R.	2,112,829	838,076	846,816	195,810	125,095	20,999	33,923	21,224	22,066

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX2A)

TABLE AA11

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	128	6
ALASKA	19	1
ARIZONA	79	0
ARKANSAS	68	26
CALIFORNIA	1,226	49
COLORADO	98	4
CONNECTICUT	7	5
DELAWARE	2	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	322	3
GEORGIA	169	3
HAWAII	34	2
IDAHO	22	0
ILLINOIS	282	0
INDIANA	155	14
IOWA	59	3
KANSAS	88	17
KENTUCKY	194	2
LOUISIANA	160	2
MAINE	51	3
MARYLAND	243	13
MASSACHUSETTS	383	64
MICHIGAN	343	0
MINNESOTA	152	12
MISSISSIPPI	47	1
MISSOURI	130	29
MONTANA	44	3
NEBRASKA	87	1
NEVADA	38	2
NEW HAMPSHIRE	8	0
NEW JERSEY	40	0
NEW MEXICO	59	4
NEW YORK	463	11
NORTH CAROLINA	238	2
NORTH DAKOTA	24	0
OHIO	356	3
OKLAHOMA	86	22
OREGON	10	0
PENNSYLVANIA	472	1
PUERTO RICO	245	30
RHODE ISLAND	32	0
SOUTH CAROLINA	181	4
SOUTH DAKOTA	23	7
TENNESSEE	411	8
TEXAS	720	9
UTAH	55	12
VERMONT	17	3
VIRGINIA	51	3
WASHINGTON	115	9
WEST VIRGINIA	66	0
WISCONSIN	88	6
WYOMING	31	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	3
TRUST TERRITORIES	.	.
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	8,428	402
50 STATES, D.C. & P.R.	8,421	399

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX2A)

TABLE AA12

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	41,259	17,618	2,817	16,338	3,156	322	356	197	281
ALASKA	3,998	2,721	151	618	307	41	81	28	41
ARIZONA	21,322	15,093	1,175	1,877	2,037	253	411	136	277
ARKANSAS	19,943	13,451	443	5,415	189	119	123	35	105
CALIFORNIA	160,817	119,338	12,709	9,355	6,614	2,472	1,878	2,682	4,709
COLORADO	20,192	11,566	1,078	1,288	4,853	269	809	223	0
CONNECTICUT	24,108	14,191	972	1,749	6,464	217	256	81	161
DELAWARE	3,833	2,754	85	263	646	28	15	13	21
DISTRICT OF COLUMBIA	1,122	894	71	83	53	3	1	1	0
FLORIDA	72,352	40,296	7,403	9,923	11,553	463	0	747	1,701
GEORGIA	35,054	13,297	1,397	11,348	8,149	306	0	245	165
HAWAII	5,040	3,658	224	496	384	91	40	75	34
IDAHO	6,330	4,375	159	1,204	250	78	8	88	134
ILLINOIS	76,103	50,372	4,746	9,382	9,442	557	35	497	796
INDIANA	35,607	21,379	2,214	8,821	2,461	256	116	152	26
IOWA	22,405	12,212	590	4,834	3,890	275	204	339	0
KANSAS	14,363	8,326	564	2,598	2,334	159	99	118	89
KENTUCKY	25,928	12,671	1,368	9,452	1,509	211	298	156	126
LOUISIANA	25,563	15,543	2,759	3,990	1,900	334	141	285	469
MAINE	10,162	5,565	679	1,279	1,996	97	310	59	139
MARYLAND	34,537	23,660	4,206	2,354	2,260	379	971	209	293
MASSACHUSETTS	54,734	19,321	12,531	11,580	7,538	776	1,216	610	774
MICHIGAN	60,438	36,566	3,407	6,593	11,043	1,025	44	1,393	27
MINNESOTA	32,023	17,539	1,462	4,839	6,952	465	45	408	160
MISSISSIPPI	22,466	15,877	1,336	4,614	127	129	84	240	0
MISSOURI	38,847	23,813	2,538	7,000	4,513	325	132	250	157
MONTANA	5,211	3,763	215	496	407	61	103	31	107
NEBRASKA	10,971	6,265	591	1,946	1,399	180	135	264	124
NEVADA	5,936	4,397	270	450	476	57	67	102	91
NEW HAMPSHIRE	7,319	5,387	417	371	959	23	18	27	112
NEW JERSEY	62,397	43,233	4,510	2,374	9,057	470	2,196	191	311
NEW MEXICO	13,186	7,420	2,531	921	1,691	142	206	198	26
NEW YORK	122,458	84,430	3,522	9,253	20,460	928	1,918	419	1,037
NORTH CAROLINA	40,662	22,286	1,723	9,809	4,543	529	325	315	874
NORTH DAKOTA	4,326	2,880	342	696	283	50	0	29	27
OHIO	75,611	40,319	3,449	22,701	4,504	771	1,524	1,984	0
OKLAHOMA	22,667	14,725	858	5,588	779	200	271	101	63
OREGON	16,228	12,319	1,310	687	1,312	38	0	226	326
PENNSYLVANIA	74,689	44,247	4,089	15,903	8,670	1,030	0	298	0
PUERTO RICO	16,188	5,464	233	8,428	379	427	593	118	273
RHODE ISLAND	7,805	6,056	273	391	791	70	16	43	140
SOUTH CAROLINA	26,328	13,508	1,117	7,555	3,253	320	59	299	58
SOUTH DAKOTA	4,383	2,975	171	698	279	82	101	26	39
TENNESSEE	39,335	26,542	2,050	6,535	1,275	579	591	359	1,063
TEXAS	123,459	85,628	4,645	10,873	14,396	465	1,251	1,405	4,111
UTAH	13,723	7,181	378	1,362	4,137	109	309	72	134
VERMONT	3,772	2,362	582	284	378	47	7	46	49
VIRGINIA	39,707	26,153	1,693	6,188	4,685	399	288	177	173
WASHINGTON	25,835	17,381	671	2,806	2,297	462	530	294	1,218
WEST VIRGINIA	17,757	11,088	735	4,344	1,329	92	0	91	17
WISCONSIN	30,377	13,679	1,358	2,783	6,341	99	5,799	145	96
WYOMING	3,481	2,436	239	291	307	65	0	40	82
AMERICAN SAMOA	56	0	14	36	0	6	0	0	0
GUAM	717	475	13	221	0	0	0	8	0
NORTHERN MARIANAS	82	38	7	25	1	1	7	0	3
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	543	129	63	313	14	8	2	0	8
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,683,755	1,034,862	105,153	261,619	195,022	17,358	23,997	16,581	21,247
50 STATES, D.C. & P.R.	1,682,357	1,034,220	105,056	261,024	195,007	17,343	23,988	16,573	21,236

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA12

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	170	4
ALASKA	12	0
ARIZONA	63	0
ARKANSAS	39	24
CALIFORNIA	1,026	34
COLORADO	102	4
CONNECTICUT	12	5
DELAWARE	8	0
DISTRICT OF COLUMBIA	16	0
FLORIDA	259	7
GEORGIA	147	0
HAWAII	28	2
IDAHO	36	0
ILLINOIS	275	1
INDIANA	168	14
IOWA	57	4
KANSAS	71	7
KENTUCKY	136	1
LOUISIANA	139	3
MAINE	36	2
MARYLAND	200	5
MASSACHUSETTS	332	56
MICHIGAN	340	0
MINNESOTA	149	4
MISSISSIPPI	58	1
MISSOURI	98	13
MONTANA	25	3
NEBRASKA	65	2
NEVADA	26	0
NEW HAMPSHIRE	5	0
NEW JERSEY	54	1
NEW MEXICO	49	2
NEW YORK	481	10
NORTH CAROLINA	256	2
NORTH DAKOTA	19	0
OHIO	359	0
OKLAHOMA	72	10
OREGON	10	0
PENNSYLVANIA	449	3
PUERTO RICO	259	14
RHODE ISLAND	24	1
SOUTH CAROLINA	159	0
SOUTH DAKOTA	11	1
TENNESSEE	337	4
TEXAS	677	8
UTAH	35	6
VERMONT	13	4
VIRGINIA	31	0
WASHINGTON	92	4
WEST VIRGINIA	61	0
WISCONSIN	76	1
WYOMING	19	2
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
TRUST TERRITORIES	.	.
VIRGIN ISLANDS	6	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	7,647	269
50 STATES, D.C. & P.R.	7,641	269

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA13

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	10,419	3,797	204	5,369	624	79	129	81	108
ALASKA	441	291	4	59	31	8	33	5	9
ARIZONA	2,720	1,463	216	504	194	30	242	23	26
ARKANSAS	1,988	1,197	13	714	12	16	15	6	14
CALIFORNIA	17,975	8,972	774	4,749	746	373	914	670	589
COLORADO	1,978	989	34	349	393	41	127	36	0
CONNECTICUT	2,949	1,430	56	620	680	35	89	17	18
DELAWARE	412	283	0	53	66	5	0	2	1
DISTRICT OF COLUMBIA	291	168	5	88	15	0	9	2	1
FLORIDA	7,319	3,426	264	2,447	706	83	0	155	198
GEORGIA	3,610	1,022	13	1,938	387	34	0	178	28
HAWAII	351	162	1	109	24	17	16	11	6
IDAHO	1,385	343	8	398	42	13	174	112	292
ILLINOIS	7,473	3,931	173	2,152	903	56	18	128	89
INDIANA	3,505	1,876	46	1,348	137	36	18	20	5
IOWA	2,944	1,204	18	1,203	278	26	115	88	0
KANSAS	1,541	733	11	558	155	23	22	20	11
KENTUCKY	3,031	1,267	41	1,459	100	34	74	33	10
LOUISIANA	3,689	1,786	143	1,368	159	43	53	57	67
MAINE	987	487	28	278	124	10	37	5	15
MARYLAND	4,605	2,406	289	1,030	330	64	331	34	46
MASSACHUSETTS	5,530	1,947	1,268	1,171	765	78	123	61	78
MICHIGAN	7,515	3,697	151	2,172	881	158	101	277	29
MINNESOTA	3,144	1,109	33	1,369	487	45	22	51	11
MISSISSIPPI	2,814	1,768	34	911	17	16	22	35	0
MISSOURI	3,929	2,104	88	1,257	308	42	27	59	22
MONTANA	673	444	18	140	26	2	35	1	5
NEBRASKA	1,356	604	16	520	84	27	39	38	20
NEVADA	658	357	17	183	32	8	41	15	1
NEW HAMPSHIRE	640	437	23	81	71	4	7	4	12
NEW JERSEY	7,253	4,048	169	1,131	1,165	66	564	62	43
NEW MEXICO	1,317	611	169	308	109	16	56	35	2
NEW YORK	16,879	9,880	150	3,575	2,054	197	652	87	236
NORTH CAROLINA	4,898	2,130	48	2,114	244	51	91	63	134
NORTH DAKOTA	604	327	8	226	21	3	0	12	5
OHIO	9,337	4,094	101	3,757	330	138	551	321	0
OKLAHOMA	2,173	1,262	10	768	52	17	43	11	5
OREGON	1,728	1,056	72	284	94	42	0	86	92
PENNSYLVANIA	9,524	4,612	142	3,663	799	126	0	131	0
PUERTO RICO	3,618	497	25	2,267	67	162	370	45	90
RHODE ISLAND	849	518	9	193	78	19	4	6	17
SOUTH CAROLINA	3,091	1,007	31	1,748	130	27	52	56	11
SOUTH DAKOTA	537	319	7	138	31	8	20	1	10
TENNESSEE	4,994	2,569	114	1,642	99	110	215	78	137
TEXAS	16,025	9,665	149	3,431	1,290	97	377	287	620
UTAH	1,008	303	8	340	175	6	155	10	8
VERMONT	304	196	17	45	21	7	2	5	7
VIRGINIA	5,215	2,566	69	1,927	401	71	94	41	36
WASHINGTON	2,745	1,428	9	769	137	47	189	38	124
WEST VIRGINIA	2,428	1,284	26	953	105	18	0	31	8
WISCONSIN	3,846	1,594	33	883	392	18	873	29	10
WYOMING	470	251	14	117	49	16	0	7	14
AMERICAN SAMOA	8	0	0	4	0	4	0	0	0
GUAM	120	73	3	42	0	0	0	0	2
NORTHERN MARIANAS	34	14	6	12	0	0	0	1	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	87	0	5	78	0	0	1	0	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	204,972	99,926	5,383	65,084	16,620	2,672	7,142	3,667	3,316
50 STATES, D.C. & P.R.	204,723	99,839	5,369	64,948	16,620	2,668	7,141	3,666	3,312

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA13

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	25	3
ALASKA	1	0
ARIZONA	10	0
ARKANSAS	1	0
CALIFORNIA	159	29
COLORADO	8	1
CONNECTICUT	3	1
DELAWARE	1	1
DISTRICT OF COLUMBIA	3	0
FLORIDA	33	7
GEORGIA	18	0
HAWAII	4	1
IDAHO	3	0
ILLINOIS	23	0
INDIANA	18	1
IOWA	7	5
KANSAS	8	0
KENTUCKY	12	1
LOUISIANA	20	1
MAINE	3	0
MARYLAND	67	6
MASSACHUSETTS	34	5
MICHIGAN	49	0
MINNESOTA	12	5
MISSISSIPPI	11	0
MISSOURI	15	7
MONTANA	2	0
NEBRASKA	8	0
NEVADA	4	0
NEW HAMPSHIRE	1	0
NEW JERSEY	5	0
NEW MEXICO	10	1
NEW YORK	65	3
NORTH CAROLINA	23	0
NORTH DAKOTA	2	0
OHIO	44	1
OKLAHOMA	4	1
OREGON	2	0
PENNSYLVANIA	50	1
PUERTO RICO	80	15
RHODE ISLAND	4	1
SOUTH CAROLINA	23	6
SOUTH DAKOTA	2	1
TENNESSEE	28	2
TEXAS	100	9
UTAH	3	0
VERMONT	1	3
VIRGINIA	9	1
WASHINGTON	4	0
WEST VIRGINIA	3	0
WISCONSIN	12	2
WYOMING	2	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	1	0
TRUST TERRITORIES	.	.
VIRGIN ISLANDS	1	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	1,041	121
50 STATES, D.C. & P.R.	1,039	121

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX2A)

TABLE AA14

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED
ALABAMA	94,302	32,292	22,507	30,076	6,124	736	962	535	734
ALASKA	10,749	5,640	2,199	1,851	512	104	234	71	105
ARIZONA	50,610	28,992	11,403	4,204	3,347	569	1,164	433	346
ARKANSAS	41,109	23,096	6,695	9,903	317	342	300	77	221
CALIFORNIA	394,505	237,344	90,873	23,230	11,099	5,917	5,298	6,596	11,625
COLORADO	45,731	23,552	7,659	2,459	8,446	641	2,118	639	0
CONNECTICUT	54,860	[illegible]	8,994	3,568	10,695	536	714	240	313
DELAWARE	9,531	[illegible]	1,586	580	1,133	73	74	22	37
DISTRICT OF COLUMBIA	2,673	1,497	847	195	76	18	14	6	1
FLORIDA	188,504	82,188	58,039	20,803	21,263	1,129	0	2,043	2,408
GEORGIA	84,690	25,393	18,347	21,923	16,902	721	0	728	339
HAWAII	11,122	6,511	2,000	1,062	717	233	136	192	120
IDAHO	18,133	10,449	3,120	2,810	453	190	202	312	520
ILLINOIS	186,351	96,093	54,657	16,572	14,697	1,231	104	1,169	1,247
INDIANA	95,861	38,273	35,037	16,542	4,190	655	322	395	77
IOWA	51,059	22,796	9,293	10,377	6,328	622	569	939	0
KANSAS	37,948	16,472	10,715	5,340	3,909	403	335	381	202
KENTUCKY	65,306	21,665	21,207	17,505	2,640	515	794	390	244
LOUISIANA	59,418	25,085	18,172	9,122	3,366	868	484	748	1,248
MAINE	24,044	10,922	5,463	2,555	3,549	231	735	218	276
MARYLAND	81,108	42,268	24,333	5,314	3,698	899	2,557	610	895
MASSACHUSETTS	123,602	43,591	28,341	26,165	17,029	1,746	2,740	1,372	1,744
MICHIGAN	136,573	65,075	32,779	13,934	18,016	2,249	190	3,491	107
MINNESOTA	72,676	34,681	13,824	10,385	10,590	1,174	149	1,159	378
MISSISSIPPI	53,346	26,276	17,335	8,269	235	200	219	614	0
MISSOURI	93,829	45,152	25,010	13,850	8,025	746	401	726	427
MONTANA	13,710	7,771	3,465	1,093	622	128	282	96	176
NEBRASKA	28,493	12,410	7,513	4,236	2,383	414	372	642	360
NEVADA	14,516	8,784	3,011	1,075	856	130	266	209	105
NEW HAMPSHIRE	15,461	9,915	2,665	752	1,547	60	98	123	287
NEW JERSEY	155,236	79,905	49,206	4,802	13,481	1,059	5,642	494	487
NEW MEXICO	29,756	14,385	8,684	2,021	3,074	292	590	510	75
NEW YORK	242,693	156,850	20,457	18,767	35,253	2,040	4,842	1,004	2,447
NORTH CAROLINA	103,404	45,835	23,473	20,127	8,429	1,245	904	860	2,010
NORTH DAKOTA	10,889	5,353	3,452	1,351	427	113	0	82	66
OHIO	183,602	74,248	49,547	41,804	7,449	1,946	4,249	3,596	0
OKLAHOMA	57,971	28,006	15,471	11,101	1,338	499	951	274	136
OREGON	40,538	24,395	11,287	1,487	2,072	122	0	483	679
PENNSYLVANIA	177,115	78,680	50,441	29,757	14,263	2,240	0	758	0
PUERTO RICO	32,114	10,015	1,277	15,587	884	1,064	1,610	324	710
RHODE ISLAND	17,786	12,013	2,912	940	1,293	147	54	129	236
SOUTH CAROLINA	67,839	27,092	17,799	14,696	5,955	818	242	719	145
SOUTH DAKOTA	12,073	5,633	3,728	1,402	426	233	337	109	80
TENNESSEE	93,810	49,173	22,789	13,136	2,130	1,285	1,796	904	1,067
TEXAS	289,121	166,873	58,400	22,742	23,485	1,073	3,004	3,487	8,454
UTAH	38,909	17,628	7,370	3,054	8,908	269	975	200	314
VERMONT	9,640	4,913	3,006	650	713	100	9	87	119
VIRGINIA	95,409	49,289	22,551	12,873	7,623	976	877	644	481
WASHINGTON	64,845	34,684	12,227	6,777	4,122	1,295	1,416	814	3,286
WEST VIRGINIA	40,792	18,974	10,630	8,251	2,221	259	0	278	49
WISCONSIN	67,224	23,171	12,806	4,796	9,826	214	15,641	385	200
WYOMING	9,251	5,056	2,469	631	532	143	0	146	220
AMERICAN SAMOA	228	0	104	108	0	15	1	0	0
GUAM	1,286	779	117	359	0	0	0	21	10
NORTHERN MARIANAS	277	123	40	46	2	5	29	25	3
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1,160	254	237	569	36	19	14	5	12
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,002,860	1,973,291	957,739	522,864	336,760	41,049	65,096	41,514	46,639
50 STATES, D.C. & P.R.	3,999,909	1,972,135	957,241	521,782	336,722	41,010	65,052	41,463	46,614

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX2A)

TABLE AA14

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1988-1989

STATE	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	323	13
ALASKA	32	1
ARIZONA	152	0
ARKANSAS	108	50
CALIFORNIA	2,411	112
COLORADO	208	9
CONNECTICUT	22	11
DELAWARE	11	1
DISTRICT OF COLUMBIA	19	0
FLORIDA	614	17
GEORGIA	334	3
HAWAII	66	5
IDAHO	61	0
ILLINOIS	580	1
INDIANA	341	29
IOWA	123	12
KANSAS	167	24
KENTUCKY	342	4
LOUISIANA	319	6
MAINE	90	5
MARYLAND	510	24
MASSACHUSETTS	749	125
MICHIGAN	732	0
MINNESOTA	313	21
MISSISSIPPI	116	2
MISSOURI	243	49
MONTANA	71	6
NEBRASKA	160	3
NEVADA	68	2
NEW HAMPSHIRE	14	0
NEW JERSEY	99	1
NEW MEXICO	118	7
NEW YORK	1,009	24
NORTH CAROLINA	517	4
NORTH DAKOTA	45	0
OHIO	759	4
OKLAHOMA	162	33
OREGON	22	0
PENNSYLVANIA	971	5
PUERTO RICO	584	59
RHODE ISLAND	60	2
SOUTH CAROLINA	363	10
SOUTH DAKOTA	36	9
TENNESSEE	776	14
TEXAS	1,497	26
UTAH	93	18
VERMONT	31	10
VIRGINIA	91	4
WASHINGTON	211	13
WEST VIRGINIA	130	0
WISCONSIN	176	9
WYOMING	52	2
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	1	3
TRUST TERRITORIES	.	.
VIRGIN ISLANDS	14	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND INSULAR AREAS	17,116	792
50 STATES, D.C. & P.R.	17,101	789

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C0NX2A)

TABLE AA15

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY HANDICAPPING CONDITION AND AGE YEAR

DURING SCHOOL YEAR 1988-89

HANDICAPPING CONDITION	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
MENTALLY RETARDED	.	.	.	17,771	25,907	33,701	37,955	39,146	41,681
SPEECH IMPAIRED	.	.	.	197,096	201,755	176,099	128,514	86,332	57,407
VISUALLY HANDICAPPED	.	.	.	1,108	1,384	1,546	1,509	1,463	1,418
EMOTIONALLY DISTURBED	.	.	.	7,184	13,530	20,112	24,824	28,128	31,340
ORTHOPEDICALLY IMPAIRED	.	.	.	3,797	3,889	3,816	3,487	3,240	3,037
OTHER HEALTH IMPAIRED	.	.	.	3,056	3,800	4,070	3,854	3,740	3,556
LEARNING DISABLED	.	.	.	30,746	77,250	138,927	182,172	200,279	209,129
DEAF-BLIND	.	.	.	55	68	85	80	58	56
MULTIHANDICAPPED	.	.	.	5,272	5,951	6,077	5,868	5,476	5,313
HARD OF HEARING & DEAF	.	.	.	3,000	3,364	3,806	3,766	3,585	3,498
ALL CONDITIONS	47,860	80,379	184,121	269,085	336,898	388,239	392,029	371,447	356,435

HANDICAPPING CONDITION	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
MENTALLY RETARDED	41,624	42,800	43,537	45,190	44,928	43,540	33,183	16,887	9,590
SPEECH IMPAIRED	35,544	24,085	16,687	12,074	9,496	7,267	3,651	1,079	443
VISUALLY HANDICAPPED	1,385	1,354	1,263	1,286	1,202	1,157	668	223	102
EMOTIONALLY DISTURBED	31,972	34,101	35,930	36,146	32,106	24,767	11,804	3,288	1,067
ORTHOPEDICALLY IMPAIRED	2,856	2,742	2,714	2,712	2,767	2,790	1,896	930	553
OTHER HEALTH IMPAIRED	3,356	3,374	3,819	3,856	3,608	3,234	1,752	806	484
LEARNING DISABLED	199,422	193,333	185,638	171,572	154,433	130,464	76,216	18,611	4,006
DEAF-BLIND	44	51	40	32	39	63	38	30	34
MULTIHANDICAPPED	4,584	4,342	4,165	3,872	3,619	3,415	2,772	1,900	1,504
HARD OF HEARING & DEAF	3,253	3,066	2,956	2,857	2,662	2,564	1,633	667	250
ALL CONDITIONS	324,040	309,248	296,749	279,597	254,860	219,261	133,613	44,421	18,033

HANDICAPPING CONDITION	21 YEARS OLD
MENTALLY RETARDED	5,424
SPEECH IMPAIRED	218
VISUALLY HANDICAPPED	48
EMOTIONALLY DISTURBED	461
ORTHOPEDICALLY IMPAIRED	280
OTHER HEALTH IMPAIRED	274
LEARNING DISABLED	1,093
DEAF-BLIND	19
MULTIHANDICAPPED	966
HARD OF HEARING & DEAF	122
ALL CONDITIONS	8,905

DATA AS OF OCTOBER 1, 1989

ANNUAL.CNTL(C4XXXX1A)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE YEAR

DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	386	912	6,945	6,240	6,449	7,266	7,608	7,446	7,615
ALASKA	197	381	567	765	1,047	1,201	1,215	1,082	1,000
ARIZONA	483	914	1,666	2,938	4,071	5,160	5,021	4,799	4,571
ARKANSAS	480	1,006	1,615	2,379	2,700	3,283	3,452	3,622	3,662
CALIFORNIA	6,617	10,817	15,907	22,597	32,246	40,385	41,655	40,019	38,811
COLORADO	366	825	1,433	2,207	3,391	4,244	4,700	4,591	4,428
CONNECTICUT	812	1,541	2,236	3,060	4,171	4,881	5,412	5,277	5,002
DELAWARE	32	165	648	816	946	908	943	880	793
DISTRICT OF COLUMBIA	25	115	161	229	204	244	193	187	203
FLORIDA	1,015	2,340	8,057	12,975	16,767	19,573	20,760	19,984	18,854
GEORGIA	589	994	4,712	5,882	7,076	8,279	8,392	8,261	8,136
HAWAII	123	198	358	655	790	985	1,038	1,127	1,136
IDAHO	8	286	844	1,259	1,842	2,187	1,958	1,633	1,539
ILLINOIS	2,066	5,233	11,264	16,439	19,662	19,109	17,064	16,051	14,450
INDIANA	97	181	4,382	8,419	10,444	10,943	10,370	8,600	7,973
IOWA	966	1,631	2,540	3,072	3,751	4,796	5,034	4,566	4,491
KANSAS	360	717	1,890	2,792	3,641	4,654	4,206	3,554	3,197
KENTUCKY	622	1,392	5,721	6,568	6,582	6,505	5,941	5,552	5,199
LOUISIANA	781	1,928	3,041	4,535	4,960	5,203	5,283	5,065	5,120
MAINE	576	1,147	1,033	1,442	1,949	2,353	2,486	2,412	2,253
MARYLAND	1,230	2,002	3,191	4,879	6,044	7,506	7,891	7,908	7,650
MASSACHUSETTS	1,734	3,423	4,298	6,973	9,757	11,474	12,040	11,880	11,206
MICHIGAN	2,422	4,217	6,494	8,265	10,668	12,757	12,934	12,692	11,304
MINNESOTA	1,619	3,210	3,614	4,356	5,441	7,110	7,439	6,894	6,269
MISSISSIPPI	328	737	3,995	5,376	4,949	4,816	4,424	4,172	4,329
MISSOURI	532	1,009	2,766	5,994	8,072	9,439	9,682	9,196	8,670
MONTANA	188	355	815	1,065	1,423	1,568	1,493	1,189	1,088
NEBRASKA	469	785	1,412	2,115	2,885	3,127	2,959	2,690	2,390
NEVADA	125	268	562	843	1,134	1,487	1,635	1,415	1,408
NEW HAMPSHIRE	263	397	527	684	941	1,384	1,470	1,510	1,513
NEW JERSEY	1,491	2,258	9,803	14,964	16,102	15,256	13,903	13,016	12,345
NEW MEXICO	355	555	673	1,296	2,054	2,812	3,028	3,093	2,970
NEW YORK	5,819	7,574	3,247	7,831	12,440	16,901	20,778	22,097	23,309
NORTH CAROLINA	878	1,774	5,276	8,175	9,400	10,348	10,425	9,964	9,532
NORTH DAKOTA	109	384	630	854	1,082	1,093	1,075	949	906
OHIO	292	608	6,426	12,451	16,176	19,072	18,634	16,558	15,761
OKLAHOMA	604	1,450	3,263	4,810	5,657	6,206	5,888	5,490	5,080
OREGON	41	271	893	1,903	3,244	4,504	4,720	4,358	3,853
PENNSYLVANIA	1,844	3,642	7,853	10,546	14,560	18,165	18,105	16,099	15,427
PUERTO RICO	470	1,047	1,637	923	1,312	1,967	2,364	2,809	2,913
RHODE ISLAND	228	470	753	1,012	1,393	1,667	1,795	1,600	1,665
SOUTH CAROLINA	556	1,842	4,936	6,350	6,739	6,951	6,528	6,108	5,744
SOUTH DAKOTA	287	602	969	1,302	1,383	1,351	1,213	970	934
TENNESSEE	307	1,409	5,221	8,175	8,511	8,603	8,555	8,060	7,577
TEXAS	2,771	6,201	12,499	19,286	23,865	27,495	27,462	26,095	25,434
UTAH	347	647	1,364	2,905	4,390	4,881	4,512	3,833	3,657
VERMONT	96	144	301	624	916	1,109	1,053	993	869
VIRGINIA	1,558	2,593	4,902	6,991	8,091	9,161	9,208	8,558	8,538
WASHINGTON	1,632	2,606	4,014	4,188	5,722	7,161	7,204	6,241	5,757
WEST VIRGINIA	268	558	1,864	2,733	3,333	3,789	3,876	3,503	3,373
WISCONSIN	1,654	3,263	4,424	5,169	5,349	5,692	5,757	5,541	5,493
WYOMING	6	189	270	640	910	1,067	1,001	906	776
AMERICAN SAMOA	7	10	26	28	31	43	30	21	11
GUAM	39	68	75	48	56	67	78	95	113
NORTHERN MARIANAS	70	63	57	27	38	27	21	32	16
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	20	33	51	51	59	84	90	124	122
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	47,860	89,379	184,121	269,085	336,898	388,239	392,029	371,447	356,435
50 STATES, D.C. & P.R.	47,724	89,205	183,912	268,939	336,714	388,018	391,810	371,175	356,173

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX1A)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B BY AGE YEAR

DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	6,994	7,095	7,205	6,930	6,782	6,253	4,970	2,735	1,641
ALASKA	879	786	620	661	604	508	288	94	31
ARIZONA	4,119	3,970	3,874	3,436	3,271	2,652	1,658	629	253
ARKANSAS	3,674	3,642	3,633	3,456	3,083	2,455	1,509	395	84
CALIFORNIA	34,907	31,220	28,572	24,708	22,545	18,865	11,214	3,448	1,845
COLORADO	3,996	4,047	3,624	3,281	2,829	2,415	1,479	376	105
CONNECTICUT	4,569	4,378	4,140	3,868	3,783	3,362	2,088	581	235
DELAWARE	747	677	676	639	550	544	313	83	15
DISTRICT OF COLUMBIA	207	182	188	220	170	155	139	45	37
FLORIDA	16,010	14,464	13,233	11,639	9,255	7,751	4,861	1,720	559
GEORGIA	7,203	6,691	6,322	6,013	4,890	3,935	2,457	796	269
HAWAII	1,004	906	840	838	745	707	244	88	19
IDAHO	1,292	1,141	1,120	1,017	930	830	628	359	242
ILLINOIS	13,846	13,123	12,958	13,007	12,425	10,744	5,515	1,424	404
INDIANA	7,107	6,937	6,498	5,694	5,080	4,291	2,704	672	119
IOWA	4,078	4,116	3,969	3,666	3,466	3,090	2,019	636	244
KANSAS	2,871	2,648	2,468	2,485	2,034	1,937	1,138	278	94
KENTUCKY	4,853	4,967	4,448	4,434	3,848	3,378	2,151	641	209
LOUISIANA	4,796	4,777	4,546	4,411	3,836	3,197	2,090	980	400
MAINE	1,934	1,690	1,805	1,752	1,525	1,256	728	224	32
MARYLAND	6,796	6,434	6,044	5,610	5,215	4,436	2,691	1,095	571
MASSACHUSETTS	10,130	9,648	9,545	9,275	8,460	7,676	3,887	950	413
MICHIGAN	10,981	10,704	10,519	10,132	10,015	8,087	4,647	1,390	490
MINNESOTA	5,769	5,676	5,417	5,549	4,926	4,686	2,136	626	358
MISSISSIPPI	3,913	3,904	3,960	3,909	3,586	3,194	2,018	622	161
MISSOURI	7,633	7,575	7,035	6,444	5,510	4,650	2,716	858	298
MONTANA	1,054	956	890	832	733	746	498	132	35
NEBRASKA	2,185	2,005	1,766	1,759	1,724	1,532	919	297	140
NEVADA	1,275	1,124	1,027	901	860	749	459	123	53
NEW HAMPSHIRE	1,376	1,368	1,335	1,201	1,089	950	483	120	37
NEW JERSEY	11,619	10,988	10,703	10,468	9,831	8,788	4,998	1,430	615
NEW MEXICO	2,693	2,534	2,420	2,101	1,887	1,551	914	274	104
NEW YORK	21,977	21,536	21,510	21,463	20,412	15,560	10,116	4,329	1,951
NORTH CAROLINA	8,365	7,734	7,395	6,946	5,584	4,638	3,242	1,197	354
NORTH DAKOTA	831	823	761	700	636	573	400	137	53
OHIO	13,709	13,384	12,906	12,306	11,974	11,272	7,111	1,732	321
OKLAHOMA	4,478	4,120	3,986	3,698	3,347	3,030	1,715	350	86
OREGON	3,452	3,220	2,940	2,562	2,208	1,846	1,135	339	159
PENNSYLVANIA	13,640	13,102	12,856	12,263	12,055	10,773	6,586	1,978	763
PUERTO RICO	3,003	2,973	3,094	2,784	2,410	1,924	1,463	936	747
RHODE ISLAND	1,415	1,330	1,375	1,361	1,254	1,070	589	172	77
SOUTH CAROLINA	5,078	4,869	4,835	4,511	3,940	3,886	1,925	745	313
SOUTH DAKOTA	779	835	750	701	635	674	365	122	28
TENNESSEE	7,077	6,877	7,189	6,973	6,351	4,868	3,117	1,146	442
TEXAS	23,862	23,226	21,996	20,354	17,973	16,848	10,322	3,742	1,284
UTAH	3,137	2,692	2,328	2,205	1,815	1,546	652	172	106
VERMONT	823	678	651	622	555	443	233	52	6
VIRGINIA	7,653	7,215	6,960	6,661	5,936	5,282	3,316	1,189	428
WASHINGTON	5,065	4,816	4,511	4,172	3,776	3,495	1,952	520	263
WEST VIRGINIA	3,161	3,070	3,155	3,156	2,820	2,395	1,622	547	150
WISCONSIN	5,856	5,256	5,253	5,148	4,939	4,723	2,745	719	319
WYOMING	704	647	625	525	526	454	309	110	44
AMERICAN SAMOA	17	8	7	10	9	5	5	2	1
GUAM	110	118	114	140	115	120	77	32	7
NORTHERN MARIANAS	38	18	4	2	4	16	10	13	8
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	96	120	111	78	88	50	47	27	11
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	324,040	309,248	296,749	279,597	254,860	219,261	133,613	44,421	18,033
50 STATES, D.C. & P.R.	323,779	308,984	296,513	279,367	254,644	219,070	133,474	44,347	18,006

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9HX1A)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE YEAR

DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	21 YEARS OLD
ALABAMA	1,073
ALASKA	28
ARIZONA	188
ARKANSAS	0
CALIFORNIA	1,476
COLORADO	18
CONNECTICUT	45
DELAWARE	1
DISTRICT OF COLUMBIA	70
FLORIDA	179
GEORGIA	88
HAWAII	0
IDAHO	156
ILLINOIS	130
INDIANA	10
IOWA	45
KANSAS	31
KENTUCKY	30
LOUISIANA	219
MAINE	3
MARYLAND	248
MASSACHUSETTS	280
MICHIGAN	988
MINNESOTA	24
MISSISSIPPI	13
MISSOURI	57
MONTANA	8
NEBRASKA	0
NEVADA	23
NEW HAMPSHIRE	0
NEW JERSEY	210
NEW MEXICO	25
NEW YORK	483
NORTH CAROLINA	105
NORTH DAKOTA	14
OHIO	173
OKLAHOMA	22
OREGON	95
PENNSYLVANIA	197
PUERTO RICO	472
RHODE ISLAND	11
SOUTH CAROLINA	108
SOUTH DAKOTA	22
TENNESSEE	289
TEXAS	677
UTAH	78
VERMONT	13
VIRGINIA	282
WASHINGTON	10
WEST VIRGINIA	109
WISCONSIN	63
WYOMING	7
AMERICAN SAMOA	0
GUAM	4
NORTHERN MARIANAS	3
TRUST TERRITORIES	.
VIRGIN ISLANDS	2
BUR. OF INDIAN AFFAIRS	.
U.S. AND INSULAR AREAS	8,905
50 STATES, D.C. & P.R.	8,896

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C9NX1A)

TABLE AA17

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED 1976-77	 1987-88	 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89
ALABAMA	53,987	95,130	103,211	49,224	8,081	91.18	8.49
ALASKA	9,597	12,845	14,772	5,175	1,927	53.92	15.00
ARIZONA	43,045	54,018	55,156	12,111	1,138	28.14	2.11
ARKANSAS	28,487	47,031	47,659	19,172	628	67.30	1.34
CALIFORNIA	332,291	410,175	431,079	98,788	20,904	29.73	5.10
COLORADO	47,943	52,042	53,105	5,162	1,063	10.77	2.04
CONNECTICUT	62,085	64,441	63,503	1,418	-938	2.28	-1.46
DELAWARE	14,307	14,623	13,908	-399	-715	-2.79	-4.89
DISTRICT OF COLUMBIA	9,261	7,161	7,213	-2,048	52	-22.11	0.73
FLORIDA	117,257	194,200	207,925	90,668	13,725	77.32	7.07
GEORGIA	85,209	92,957	94,065	8,856	1,108	10.39	1.19
HAWAII	10,544	11,835	12,255	1,711	420	16.23	3.55
IDAHO	14,573	19,136	19,470	4,897	334	33.60	1.75
ILLINOIS	229,797	250,704	246,429	16,632	-4,275	7.24	-1.71
INDIANA	87,644	107,682	109,838	22,194	2,156	25.32	2.00
IOWA	51,055	56,415	57,563	6,508	1,148	12.75	2.03
KANSAS	37,623	42,930	43,416	5,793	486	15.40	1.13
KENTUCKY	57,057	76,573	76,500	19,443	-73	34.08	-0.10
LOUISIANA	86,989	68,782	69,365	-17,624	583	-20.26	0.85
MAINE	23,701	28,193	27,908	4,207	-285	17.75	-1.01
MARYLAND	84,184	89,892	89,497	5,313	-395	6.31	-0.44
MASSACHUSETTS	131,992	145,681	149,770	17,778	4,089	13.47	2.81
MICHIGAN	153,113	161,128	162,313	9,200	1,185	6.01	0.74
MINNESOTA	72,136	82,967	81,565	9,429	-1,402	13.07	-1.69
MISSISSIPPI	29,219	58,589	59,300	30,081	711	102.95	1.21
MISSOURI	94,387	99,721	100,665	6,278	944	6.65	0.95
MONTANA	8,610	15,343	15,830	7,220	487	83.86	3.17
NEBRASKA	25,270	30,450	31,458	6,188	1,008	24.49	3.31
NEVADA	11,133	15,122	16,070	4,937	948	44.35	6.27
NEW HAMPSHIRE	9,916	16,755	17,685	7,769	930	78.35	5.55
NEW JERSEY	145,077	172,829	174,982	29,905	2,153	20.61	1.25
NEW MEXICO	15,149	31,265	31,605	16,456	340	108.63	1.09
NEW YORK	240,250	288,363	294,675	54,425	6,312	22.65	2.19
NORTH CAROLINA	98,035	109,276	114,108	16,073	4,832	16.40	4.42
NORTH DAKOTA	8,976	12,483	12,729	3,753	246	41.81	1.97
OHIO	168,314	198,240	200,527	32,213	2,287	19.14	1.15
OKLAHOMA	44,181	63,735	64,247	20,066	512	45.42	0.80
OREGON	37,258	48,382	49,079	11,821	697	31.73	1.44
PENNSYLVANIA	206,792	208,518	213,606	6,814	5,088	3.30	2.44
PUERTO RICO	11,200	37,694	36,243	25,043	-1,451	223.60	-3.85
RHODE ISLAND	15,971	19,855	20,172	4,201	317	26.30	1.60
SOUTH CAROLINA	72,357	74,968	76,148	3,791	1,180	5.24	1.57
SOUTH DAKOTA	9,936	14,420	14,434	4,498	14	45.27	0.10
TENNESSEE	99,251	98,289	102,207	2,956	3,918	2.98	3.99
TEXAS	233,552	311,459	324,214	90,662	12,755	38.82	4.10
UTAH	37,204	44,824	43,763	6,559	-1,061	17.63	-2.37
VERMONT	6,382	11,930	12,980	6,598	1,050	103.38	8.80
VIRGINIA	77,616	105,641	105,766	28,150	125	36.27	0.12
WASHINGTON	57,705	73,613	77,041	19,336	3,428	33.51	4.66
WEST VIRGINIA	30,135	46,422	45,034	14,899	-1,388	49.44	-2.99
WISCONSIN	58,019	77,968	79,743	21,724	1,775	37.44	2.28
WYOMING	7,261	10,894	10,919	3,658	25	50.38	0.23
AMERICAN SAMOA	139	248	334	195	86	140.29	34.68
GUAM	2,597	1,883	1,847	-750	-36	-28.88	-1.91
NORTHERN MARIANAS	.	804	890	.	86	.	10.70
TRUST TERRITORIES	1,120	.	320	-800	.	-71.43	.
VIRGIN ISLANDS	1,712	1,445	1,264	-448	-181	-26.17	-12.53
BUR. OF INDIAN AFFAIRS	.	6,311	.	.	.	.	.
U.S. AND INSULAR AREAS	3,708,601	4,494,280	4,587,370	878,769	93,090	23.70	2.07
50 STATES, D.C. & P.R.	3,703,033	4,483,589	4,582,715	879,682	99,126	23.76	2.21

THE FIGURES REPRESENT CHIDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B FOR YEARS PRIOR TO 1988-89.

THE 1988-89 FIGURES REPRESENT CHILDREN 0-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND 3-21 FOR CHILDREN SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA18

NUMBER AND CHANGE IN NUMBER OF CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP)

ALL CONDITIONS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1987-88	NUMBER SERVED 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	CHANGE IN NUMBER SERVED 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1987-88 - 1988-89
ALABAMA	1,191	662	666	-525	4	-44.08	0.60
ALASKA	2,213	3,204	2,878	665	-326	30.05	-10.17
ARIZONA	1,178	1,293	1,483	305	190	25.89	14.69
ARKANSAS	3,776	3,376	3,449	-327	73	-8.66	2.16
CALIFORNIA	6,085	2,333	3,233	-2,852	900	-46.87	38.58
COLORADO	3,642	4,390	4,750	1,108	360	30.42	8.20
CONNECTICUT	2,670	3,454	4,054	1,384	600	51.84	17.37
DELAWARE	1,854	3,650	3,532	1,678	-118	90.51	-3.23
DISTRICT OF COLUMBIA	2,920	4,411	4,239	1,319	-172	45.17	-3.90
FLORIDA	5,716	8,228	7,929	2,213	-299	38.72	-3.63
GEORGIA	2,352	2,926	3,080	728	154	30.95	5.26
HAWAII	807	460	454	-353	-6	-43.74	-1.30
IDAHO	503	275	199	-304	-76	-60.44	-27.64
ILLINOIS	21,216	40,202	40,915	19,699	713	92.85	1.77
INDIANA	6,005	8,843	9,317	3,312	474	55.15	5.36
IOWA	1,282	417	1,367	85	950	6.63	227.82
KANSAS	1,818	2,123	2,501	683	378	37.57	17.80
KENTUCKY	2,661	3,352	3,459	798	107	29.99	3.19
LOUISIANA	5,061	4,392	4,197	-864	-195	-17.07	-4.44
MAINE	1,568	1,117	1,108	-460	-9	-29.34	-0.81
MARYLAND	3,895	1,736	1,974	-1,921	238	-49.32	13.71
MASSACHUSETTS	13,968	16,302	16,713	2,745	411	19.65	2.52
MICHIGAN	12,265	12,287	12,607	342	320	2.79	2.60
MINNESOTA	1,323	489	446	-877	-43	-66.29	-8.79
MISSISSIPPI	1,581	903	894	-687	-9	-43.45	-1.00
MISSOURI	4,017	2,445	2,529	-1,488	84	-37.04	3.44
MONTANA	516	598	762	246	164	47.67	27.42
NEBRASKA	521	244	299	-222	55	-42.61	22.54
NEVADA	975	598	599	-376	1	-38.56	0.17
NEW HAMPSHIRE	1,242	1,081	1,037	-205	-44	-16.51	-4.07
NEW JERSEY	7,553	5,574	6,194	-1,359	620	-17.99	11.12
NEW MEXICO	651	359	266	-385	-93	-59.14	-25.91
NEW YORK	19,615	44,069	35,342	15,727	-8,727	80.18	-19.80
NORTH CAROLINA	6,892	2,862	2,776	-4,116	-86	-59.72	-3.00
NORTH DAKOTA	504	647	717	213	70	42.26	10.82
OHIO	13,794	7,335	9,599	-4,195	2,264	-30.41	30.87
OKLAHOMA	1,521	1,159	959	-562	-200	-36.95	-17.26
OREGON	3,706	6,209	7,336	3,630	1,127	97.95	18.15
PENNSYLVANIA	13,773	21,891	23,152	9,379	1,261	68.10	5.76
PUERTO RICO	1,437	1,081	975	-462	-106	-32.15	-9.81
RHODE ISLAND	974	881	935	-39	54	-4.00	6.13
SOUTH CAROLINA	2,909	860	975	-1,934	115	-66.48	13.37
SOUTH DAKOTA	744	504	503	-241	-1	-32.39	-0.20
TENNESSEE	2,086	1,242	1,460	-626	218	-30.01	17.55
TEXAS	16,550	11,302	13,622	-2,928	2,320	-17.69	20.53
UTAH	1,141	2,200	2,496	1,355	296	118.76	13.45
VERMONT	2,298	2,721	2,799	501	78	21.80	2.87
VIRGINIA	3,568	1,721	1,304	-2,264	-417	-63.45	-24.23
WASHINGTON	2,927	3,962	3,944	1,017	-18	34.75	-0.45
WEST VIRGINIA	1,080	1,779	1,560	480	-219	44.44	-12.31
WISCONSIN	3,930	2,824	3,178	-752	354	-19.13	12.54
WYOMING	484	1,221	1,203	719	-18	148.55	-1.47
AMERICAN SAMOA	0	65	63	63	-2	100.00	-3.08
GUAM	275	372	379	104	7	37.82	1.88
NORTHERN MARIANAS	.	421	423	.	2	.	0.48
TRUST TERRITORIES	0	.	320	320	.	100.00	.
VIRGIN ISLANDS	571	164	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	223,804	259,216	263,150	39,346	3,934	17.58	1.52
50 STATES, D.C. & P.R.	222,958	258,194	261,965	39,007	3,771	17.50	1.46

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C9XXZZ1A)

TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1987-88	1988-89	1976-77 - 1988-89	1987-88 - 1988-89	1976-77 - 1988-89	1987-88 - 1988-89
ALABAMA	52,796	94,468	102,545	49,749	8,077	94.23	8.55
ALASKA	7,384	9,641	11,894	4,510	2,253	61.08	23.37
ARIZONA	41,867	52,602	53,673	11,806	1,071	28.20	2.04
ARKANSAS	24,711	43,655	44,210	19,499	555	78.91	1.27
CALIFORNIA	326,206	407,842	427,846	101,640	20,004	31.16	4.90
COLORADO	44,301	47,652	48,355	4,054	703	9.15	1.48
CONNECTICUT	59,415	61,076	59,449	34	-1,627	0.06	-2.66
DELAWARE	12,453	10,973	10,376	-2,077	-597	-16.68	-5.44
DISTRICT OF COLUMBIA	6,341	2,750	2,974	-3,367	224	-53.10	8.15
FLORIDA	111,541	185,972	199,996	88,455	14,024	79.30	7.54
GEORGIA	82,857	90,031	90,985	8,128	954	9.81	1.06
HAWAII	9,737	11,375	11,801	2,064	426	21.20	3.75
IDAHO	14,070	18,861	19,271	5,201	410	36.97	2.17
ILLINOIS	208,581	201,311	205,514	-3,067	4,203	-1.47	2.09
INDIANA	81,639	98,839	100,521	18,882	1,682	23.13	1.70
IOWA	49,773	55,998	56,196	6,423	198	12.90	0.35
KANSAS	35,805	40,807	40,915	5,110	108	14.27	0.26
KENTUCKY	54,396	73,221	73,041	18,645	-180	34.28	-0.25
LOUISIANA	81,928	64,390	65,168	-16,760	778	-20.46	1.21
MAINE	22,133	27,076	26,800	4,667	-276	21.09	-1.02
MARYLAND	80,289	88,156	87,523	7,234	-633	9.01	-0.72
MASSACHUSETTS	118,024	129,379	133,057	15,033	3,678	12.74	2.84
MICHIGAN	140,848	148,841	149,706	8,858	865	6.29	0.58
MINNESOTA	70,813	82,478	81,119	10,306	-1,359	14.55	-1.65
MISSISSIPPI	27,638	57,631	58,406	30,768	775	111.32	1.34
MISSOURI	90,370	97,276	98,136	7,766	860	8.59	0.88
MONTANA	8,094	14,745	15,068	6,974	323	86.16	2.19
NEBRASKA	24,749	30,206	31,159	6,410	953	25.90	3.16
NEVADA	10,158	14,524	15,471	5,313	947	52.30	6.52
NEW HAMPSHIRE	8,674	15,674	16,648	7,974	974	91.93	6.21
NEW JERSEY	137,524	167,255	168,788	31,264	1,533	22.73	0.92
NEW MEXICO	14,498	30,906	31,339	16,841	433	116.16	1.40
NEW YORK	220,635	244,294	259,333	38,698	15,039	17.54	6.16
NORTH CAROLINA	91,143	106,535	111,332	20,189	4,797	22.15	4.50
NORTH DAKOTA	8,472	11,836	12,012	3,540	176	41.78	1.49
OHIO	154,520	191,102	190,928	36,408	-174	23.56	-0.09
OKLAHOMA	42,660	62,639	63,288	20,628	649	48.35	1.04
OREGON	33,524	42,173	41,743	8,219	-430	24.52	-1.02
PENNSYLVANIA	193,019	186,627	190,454	-2,565	3,827	-1.33	2.05
PUERTO RICO	9,763	36,613	35,268	25,505	-1,345	261.24	-3.67
RHODE ISLAND	14,997	18,974	19,237	4,240	263	28.27	1.39
SOUTH CAROLINA	69,448	74,130	75,173	5,725	1,043	8.24	1.41
SOUTH DAKOTA	9,192	13,916	13,931	4,739	15	51.56	0.11
TENNESSEE	97,165	97,047	100,747	3,582	3,700	3.69	3.81
TEXAS	217,002	300,296	310,592	93,590	10,296	43.13	3.43
UTAH	36,063	42,624	41,267	5,204	-1,357	14.43	-3.18
VERMONT	4,084	9,523	10,181	6,097	658	149.29	6.91
VIRGINIA	74,048	103,920	104,462	30,414	542	41.07	0.52
WASHINGTON	54,778	69,651	73,097	18,319	3,446	33.44	4.95
WEST VIRGINIA	29,055	44,643	43,474	14,419	-1,169	49.63	-2.62
WISCONSIN	54,089	75,139	76,565	22,476	1,426	41.55	1.90
WYOMING	6,777	9,673	9,716	2,939	43	43.37	0.44
AMERICAN SAMOA	139	183	271	132	88	94.96	48.09
GUAM	2,322	1,511	1,468	-854	-43	-36.78	-2.85
NORTHERN MARIANAS	.	383	467	.	84	.	21.93
TRUST TERRITORIES	1,120	.	.	.	.	.	.
VIRGIN ISLANDS	1,141	1,281	1,264	123	-17	10.78	-1.33
BUR. OF INDIAN AFFAIRS	.	6,311	.	.	.	.	.
U.S. AND INSULAR AREAS	3,484,769	4,226,635	4,324,220	839,451	97,585	24.09	2.31
50 STATES, D.C. & P.R.	3,480,047	4,216,966	4,320,750	840,703	103,784	24.16	2.46

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4XXZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1987-88	1988-89	1976-77 - 1988-89	1987-88 - 1988-89	1976-77 - 1988-89	1987-88 - 1988-89
ALABAMA	52,353	87,481	94,302	41,949	6,821	80.13	7.80
ALASKA	7,007	8,660	10,749	3,742	2,089	53.40	24.12
ARIZONA	41,123	49,855	50,610	9,487	755	23.07	1.51
ARKANSAS	24,264	41,121	41,109	16,845	-12	69.42	-0.03
CALIFORNIA	301,836	378,704	394,505	92,669	15,801	30.70	4.17
COLORADO	42,366	45,526	45,731	3,365	205	7.94	0.45
CONNECTICUT	58,171	56,275	54,860	-3,311	-1,415	-5.69	-2.51
DELAWARE	11,979	10,151	9,531	-2,448	-620	-20.44	-6.11
DISTRICT OF COLUMBIA	5,551	2,352	2,673	-2,878	321	-51.85	13.65
FLORIDA	106,268	175,485	188,584	82,316	13,099	77.46	7.46
GEORGIA	79,138	85,050	84,690	5,552	-360	7.02	-0.42
HAWAII	9,548	10,754	11,122	1,574	368	16.49	3.42
IDAHO	13,412	17,887	18,133	4,721	246	35.20	1.38
ILLINOIS	187,690	182,706	186,351	-1,339	3,645	-0.71	2.00
INDIANA	80,426	93,793	95,861	15,435	2,068	19.19	2.20
IOWA	45,929	50,926	51,059	5,130	133	11.17	0.26
KANSAS	33,230	37,952	37,948	4,718	-4	14.20	-0.01
KENTUCKY	52,926	66,360	65,306	12,380	-1,054	23.39	-1.59
LOUISIANA	77,169	59,228	59,418	-17,751	190	-23.00	0.32
MAINE	21,455	24,211	24,044	2,589	-167	12.07	-0.69
MARYLAND	79,144	82,006	81,100	1,956	-906	2.47	-1.10
MASSACHUSETTS	113,273	121,345	123,602	10,329	2,257	9.12	1.86
MICHIGAN	127,123	136,573	136,573	9,450	0	7.43	0.00
MINNESOTA	66,592	73,544	72,676	6,084	-868	9.14	-1.18
MISSISSIPPI	26,443	52,777	53,346	26,903	569	101.74	1.08
MISSOURI	84,525	92,440	93,829	9,304	1,389	11.01	1.50
MONTANA	7,645	13,325	13,710	6,065	385	79.33	2.89
NEBRASKA	22,256	27,540	28,493	6,237	953	28.02	3.46
NEVADA	9,395	13,653	14,516	5,121	863	54.51	6.32
NEW HAMPSHIRE	8,385	14,556	15,461	7,076	905	84.39	6.22
NEW JERSEY	132,769	154,160	155,236	22,467	1,076	16.92	0.70
NEW MEXICO	13,832	29,638	29,756	15,924	118	115.12	0.40
NEW YORK	214,522	241,029	242,693	28,171	1,664	13.13	0.69
NORTH CAROLINA	87,034	99,844	103,404	16,370	3,560	18.81	3.57
NORTH DAKOTA	8,070	10,815	10,889	2,819	74	34.93	0.68
OHIO	150,451	183,707	183,602	33,151	-105	22.03	-0.06
OKLAHOMA	39,898	57,251	57,971	18,073	720	45.30	1.26
OREGON	31,244	40,876	40,538	9,294	-338	29.75	-0.83
PENNSYLVANIA	182,012	177,094	177,115	-4,897	21	-2.69	0.01
PUERTO RICO	9,522	33,726	32,114	22,592	-1,612	237.26	-4.78
RHODE ISLAND	13,928	17,584	17,786	3,858	202	27.70	1.15
SOUTH CAROLINA	65,670	67,153	67,839	2,169	686	3.30	1.02
SOUTH DAKOTA	8,741	12,072	12,073	3,332	1	38.12	0.01
TENNESSEE	89,849	90,499	93,810	3,961	3,311	4.41	3.66
TEXAS	193,937	279,302	289,121	95,184	9,819	49.08	3.52
UTAH	34,585	40,466	38,909	4,324	-1,557	12.50	-3.85
VERMONT	3,549	8,964	9,640	6,091	676	171.63	7.54
VIRGINIA	69,817	94,933	95,409	25,592	476	36.66	0.50
WASHINGTON	53,248	62,392	64,845	11,597	2,453	21.78	3.93
WEST VIRGINIA	28,221	41,894	40,792	12,571	-1,102	44.54	-2.63
WISCONSIN	50,058	65,868	67,224	17,166	1,356	34.29	2.06
WYOMING	6,440	9,242	9,251	2,811	9	43.65	0.10
AMERICAN SAMOA	131	163	228	97	65	74.05	39.88
GUAM	2,279	1,398	1,286	-993	-112	-43.57	-8.01
NORTHERN MARIANAS	.	210	277	.	67	.	31.90
TRUST TERRITORIES	983	.	.	.	.	.	.
VIRGIN ISLANDS	1,141	1,215	1,160	19	-55	1.67	-4.53
BUR. OF INDIAN AFFAIRS	.	5,667	.	.	.	.	.
U.S. AND INSULAR AREAS	3,288,553	3,939,398	4,002,860	714,307	63,462	21.72	1.61
50 STATES, D.C. & P.R.	3,284,019	3,930,745	3,999,909	715,890	69,164	21.80	1.76

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

LEARNING DISABLED

STATE	NUMBER SERVED 1976-77	 1987-88	 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89
ALABAMA	5,407	29,713	32,292	26,885	2,579	497.23	8.68
ALASKA	3,873	5,381	5,640	1,767	259	45.62	4.81
ARIZONA	17,161	28,299	28,992	11,831	693	68.94	2.45
ARKANSAS	5,061	22,769	23,096	18,035	327	356.35	1.44
CALIFORNIA	73,416	225,824	237,344	163,928	11,520	223.29	5.10
COLORADO	16,360	23,115	23,552	7,192	437	43.96	1.89
CONNECTICUT	19,065	29,516	29,767	10,702	251	56.13	0.85
DELAWARE	4,345	6,244	6,014	1,669	-230	38.41	-3.68
DISTRICT OF COLUMBIA	1,591	981	1,497	-94	516	-5.91	52.60
FLORIDA	31,687	75,546	82,188	50,501	6,642	159.37	8.79
GEORGIA	15,558	25,452	25,393	9,835	-59	63.22	-0.23
HAWAII	4,867	6,452	6,511	1,644	59	33.78	0.91
IDAHO	5,551	10,122	10,449	4,898	327	88.24	3.23
ILLINOIS	51,644	94,210	96,093	44,449	1,883	86.07	2.00
INDIANA	5,381	36,317	38,273	32,892	1,956	611.26	5.39
IOWA	17,173	22,353	22,796	5,623	443	32.74	1.98
KANSAS	8,240	16,703	16,472	8,232	-231	99.90	-1.38
KENTUCKY	7,399	21,449	21,665	14,266	216	192.81	1.01
LOUISIANA	10,662	24,988	25,085	14,423	97	135.27	0.39
MAINE	7,125	10,425	10,922	3,797	497	53.29	4.77
MARYLAND	28,938	44,259	42,268	13,330	-1,991	46.06	-4.50
MASSACHUSETTS	17,795	44,501	43,591	25,796	-910	144.96	-2.04
MICHIGAN	27,226	65,075	65,075	37,849	0	139.02	0.00
MINNESOTA	21,236	35,739	34,681	13,445	-1,058	63.31	-2.96
MISSISSIPPI	2,728	25,929	26,276	23,548	347	863.20	1.34
MISSOURI	21,988	43,009	45,152	23,164	2,143	105.35	4.98
MONTANA	2,765	7,559	7,771	5,006	212	181.05	2.80
NEBRASKA	5,360	12,203	12,410	7,050	207	131.53	1.70
NEVADA	4,646	8,414	8,784	4,138	370	89.07	4.40
NEW HAMPSHIRE	3,059	9,414	9,915	6,856	501	224.13	5.32
NEW JERSEY	32,680	77,616	79,905	47,225	2,289	144.51	2.95
NEW MEXICO	6,137	13,563	14,385	8,248	822	134.40	6.06
NEW YORK	33,880	151,130	156,850	122,970	5,720	362.96	3.78
NORTH CAROLINA	17,501	43,423	45,835	28,334	2,412	161.90	5.55
NORTH DAKOTA	2,378	5,277	5,353	2,975	76	125.11	1.44
OHIO	32,334	74,270	74,248	41,914	-22	129.63	-0.03
OKLAHOMA	14,776	27,228	28,006	13,230	778	89.54	2.86
OREGON	10,905	24,391	24,395	13,490	4	123.70	0.02
PENNSYLVANIA	19,451	76,481	78,680	59,229	2,199	304.50	2.88
PUERTO RICO	972	9,371	10,015	9,043	644	930.35	6.87
RHODE ISLAND	4,430	12,092	12,013	7,583	-79	171.17	-0.65
SOUTH CAROLINA	10,777	25,889	27,092	16,315	1,203	151.39	4.65
SOUTH DAKOTA	1,166	5,516	5,633	4,467	117	383.10	2.12
TENNESSEE	34,923	43,436	49,173	14,250	5,737	40.80	13.21
TEXAS	48,469	160,557	166,873	118,404	6,316	244.29	3.93
UTAH	13,194	17,275	17,628	4,434	353	33.61	2.04
VERMONT	1,925	4,828	4,913	2,988	85	155.22	1.76
VIRGINIA	15,928	48,297	49,289	33,361	992	209.45	2.05
WASHINGTON	10,016	33,889	34,684	24,668	795	246.29	2.35
WEST VIRGINIA	5,713	19,509	18,974	13,261	-535	232.12	-2.74
WISCONSIN	14,199	22,985	23,171	8,972	186	63.19	0.81
WYOMING	3,034	5,090	5,056	2,022	-34	66.64	-0.67
AMERICAN SAMOA	37	0	0	-37	0	-100.00	.
GUAM	148	747	779	631	32	426.35	4.28
NORTHERN MARIANAS	.	108	123	.	15	.	13.89
TRUST TERRITORIES	257	.	.	.	.	.	.
VIRGIN ISLANDS	176	274	254	78	-20	44.32	-7.30
BUR. OF INDIAN AFFAIRS	.	3,338	.	.	.	.	.
U.S. AND INSULAR AREAS	782,713	1,918,541	1,973,291	1,190,578	54,750	152.11	2.85
50 STATES, D.C. & P.R.	782,095	1,914,074	1,972,135	1,190,040	58,061	152.16	3.03

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

SPEECH IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1987-88	NUMBER SERVED 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	CHANGE IN NUMBER SERVED 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1987-88 - 1988-89
ALABAMA	14,010	18,517	22,507	8,497	3,990	60.65	21.55
ALASKA	1,621	1,981	2,199	578	218	35.66	11.00
ARIZONA	11,282	10,326	11,403	121	1,077	1.07	10.43
ARKANSAS	6,856	6,646	6,695	-161	49	-2.35	0.74
CALIFORNIA	109,617	87,088	90,873	-18,744	3,785	-17.10	4.35
COLORADO	12,358	7,623	7,659	-4,699	36	-38.02	0.47
CONNECTICUT	15,914	9,669	8,994	-6,920	-675	-43.48	-6.98
DELAWARE	3,003	1,502	1,586	-1,417	84	-47.19	5.59
DISTRICT OF COLUMBIA	1,989	1,027	847	-1,142	-180	-57.42	-17.53
FLORIDA	33,035	53,818	58,039	25,004	4,221	75.69	7.84
GEORGIA	21,181	18,634	18,347	-2,834	-287	-13.38	-1.54
HAWAII	2,359	1,963	2,080	-279	117	-11.83	5.96
IDAHO	3,031	3,232	3,128	97	-104	3.20	-3.22
ILLINOIS	66,172	53,586	54,657	-11,515	1,071	-17.40	2.00
INDIANA	47,848	34,729	35,037	-12,811	308	-26.77	0.89
IOWA	14,698	9,639	9,293	-5,405	-346	-36.77	-3.59
KANSAS	13,378	10,303	10,715	-2,663	412	-19.91	4.00
KENTUCKY	20,579	22,297	21,207	628	-1,090	3.05	-4.89
LOUISIANA	39,980	18,306	18,172	-21,808	-134	-54.55	-0.73
MAINE	5,595	5,190	5,463	-132	273	-2.36	5.26
MARYLAND	29,678	23,584	24,333	-5,345	749	-18.01	3.18
MASSACHUSETTS	33,665	26,251	28,341	-5,324	2,090	-15.81	7.96
MICHIGAN	56,929	32,779	32,779	-24,150	0	-42.42	0.00
MINNESOTA	23,621	13,975	13,824	-9,797	-151	-41.48	-1.08
MISSISSIPPI	8,923	16,343	17,335	8,412	992	94.27	6.07
MISSOURI	32,199	25,575	25,010	-7,189	-565	-22.33	-2.21
MONTANA	2,336	3,394	3,465	1,129	71	48.33	2.09
NEBRASKA	8,319	7,308	7,513	-806	205	-9.69	2.81
NEVADA	2,743	2,636	3,011	268	375	9.77	14.23
NEW HAMPSHIRE	1,239	2,439	2,665	1,426	226	115.09	9.27
NEW JERSEY	65,675	49,981	49,286	-16,389	-695	-24.95	-1.39
NEW MEXICO	1,709	9,531	8,684	6,975	-847	408.13	-8.89
NEW YORK	59,238	21,026	20,457	-38,781	-569	-65.47	-2.71
NORTH CAROLINA	23,653	22,876	23,473	-180	597	-0.76	2.61
NORTH DAKOTA	3,706	3,407	3,452	-254	45	-6.85	1.32
OHIO	55,467	49,038	49,547	-5,920	509	-10.67	1.04
OKLAHOMA	11,955	15,945	15,471	3,516	-474	29.41	-2.97
OREGON	9,691	11,086	11,287	1,596	201	16.47	1.81
PENNSYLVANIA	91,348	51,582	50,441	-40,907	-1,141	-44.78	-2.21
PUERTO RICO	187	1,345	1,277	1,090	-68	582.89	-5.06
RHODE ISLAND	4,662	2,771	2,912	-1,750	141	-37.54	5.09
SOUTH CAROLINA	20,371	17,067	17,799	-2,572	732	-12.63	4.29
SOUTH DAKOTA	5,667	3,824	3,728	-1,939	-96	-34.22	-2.51
TENNESSEE	25,444	25,404	22,789	-2,655	-2,615	-10.43	-10.29
TEXAS	65,363	56,217	58,400	-6,963	2,183	-10.65	3.88
UTAH	5,951	8,102	7,370	1,419	-732	23.84	-9.03
VERMONT	1,405	2,685	3,008	1,603	323	114.09	12.03
VIRGINIA	27,267	23,197	22,551	-4,716	-646	-17.30	-2.78
WASHINGTON	24,001	11,806	12,227	-11,774	421	-49.06	3.57
WEST VIRGINIA	9,335	10,572	10,630	1,295	58	13.87	0.55
WISCONSIN	12,696	12,215	12,806	110	591	0.87	4.84
WYOMING	1,582	2,455	2,469	887	14	56.07	0.57
AMERICAN SAMOA	0	94	104	104	10	100.00	10.64
GUAM	481	139	117	-364	-22	-75.68	-15.83
NORTHERN MARIANAS	.	27	40	.	13	.	48.15
TRUST TERRITORIES	41	.	.	.	.	.	.
VIRGIN ISLANDS	325	222	237	-88	15	-27.08	6.76
BUR. OF INDIAN AFFAIRS	.	1,375	.	.	.	.	.
U.S. AND INSULAR AREAS	1,171,378	944,349	957,739	-213,639	13,390	-18.24	1.42
50 STATES, D.C. & P.R.	1,170,531	942,492	957,241	-213,290	14,749	-18.22	1.56

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

MENTALLY RETARDED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1987-88	1988-89	1976-77 - 1988-89	1987-88 - 1988-89	1976-77 - 1988-89	1987-88 - 1988-89
ALABAMA	30,650	30,120	30,076	-574	-44	-1.87	-0.15
ALASKA	860	319	1,851	991	1,532	115.23	480.25
ARIZONA	7,821	4,983	4,204	-3,617	-779	-46.25	-15.63
ARKANSAS	11,538	10,424	9,903	-1,635	-521	-14.17	-5.00
CALIFORNIA	37,439	23,527	23,230	-14,209	-297	-37.95	-1.26
COLORADO	6,518	2,707	2,459	-4,059	-248	-62.27	-9.16
CONNECTICUT	8,479	3,624	3,568	-4,911	-56	-57.92	-1.55
DELAWARE	2,207	663	580	-1,627	-83	-73.72	-12.52
DISTRICT OF COLUMBIA	1,251	186	195	-1,056	9	-84.41	4.84
FLORIDA	29,603	20,107	20,803	-8,800	696	-29.73	3.46
GEORGIA	30,276	22,704	21,923	-8,353	-781	-27.59	-3.44
HAWAII	1,970	1,086	1,062	-908	-24	-46.09	-2.21
IDAHO	3,306	2,755	2,810	-496	55	-15.00	2.00
ILLINOIS	39,109	16,351	16,572	-22,537	221	-57.63	1.35
INDIANA	23,631	16,870	16,542	-7,089	-328	-30.00	-1.94
IOWA	11,588	10,548	10,377	-1,211	-171	-10.45	-1.62
KANSAS	7,709	5,540	5,340	-2,369	-200	-30.73	-3.61
KENTUCKY	20,566	17,642	17,505	-3,061	-137	-14.88	-0.78
LOUISIANA	20,419	9,127	9,122	-11,297	-5	-55.33	-0.05
MAINE	4,785	3,117	2,555	-2,230	-562	-46.60	-18.03
MARYLAND	15,269	5,565	5,314	-9,955	-251	-65.20	-4.51
MASSACHUSETTS	28,318	26,137	26,165	-2,153	28	-7.60	0.11
MICHIGAN	23,110	13,934	13,934	-9,176	0	-39.71	0.00
MINNESOTA	13,691	10,732	10,385	-3,306	-347	-24.15	-3.23
MISSISSIPPI	14,169	9,078	8,269	-5,900	-809	-41.64	-8.91
MISSOURI	21,845	13,606	13,050	-8,795	-556	-40.26	-4.09
MONTANA	1,784	1,119	1,093	-691	-26	-38.73	-2.32
NEBRASKA	7,046	4,242	4,236	-2,810	-6	-39.88	-0.14
NEVADA	1,188	987	1,075	-113	88	-9.51	8.92
NEW HAMPSHIRE	2,303	730	752	-1,551	22	-67.35	3.01
NEW JERSEY	17,791	5,378	4,802	-12,989	-576	-73.01	-10.71
NEW MEXICO	4,140	2,078	2,021	-2,119	-57	-51.18	-2.74
NEW YORK	45,211	20,613	18,767	-26,444	-1,846	-58.49	-8.96
NORTH CAROLINA	41,965	20,655	20,127	-21,838	-528	-52.04	-2.56
NORTH DAKOTA	1,601	1,394	1,351	-250	-43	-15.62	-3.08
OHIO	54,567	42,612	41,804	-12,763	-808	-23.39	-1.90
OKLAHOMA	11,579	10,911	11,101	-478	190	-4.13	1.74
OREGON	5,137	1,684	1,487	-3,650	-197	-71.05	-11.70
PENNSYLVANIA	49,093	30,957	29,757	-19,336	-1,200	-39.39	-3.88
PUERTO RICO	7,263	17,057	15,587	8,324	-1,470	114.61	-8.62
RHODE ISLAND	2,113	930	940	-1,173	10	-55.51	1.08
SOUTH CAROLINA	27,468	15,764	14,696	-12,772	-1,068	-46.50	-6.77
SOUTH DAKOTA	1,310	1,461	1,482	172	21	13.13	1.44
TENNESSEE	22,004	14,116	13,136	-8,868	-980	-40.30	-6.94
TEXAS	36,422	23,518	22,742	-13,680	-776	-37.56	-3.30
UTAH	4,436	3,125	3,054	-1,382	-71	-31.15	-2.27
VERMONT	83	626	650	567	24	683.13	3.83
VIRGINIA	20,244	13,055	12,873	-7,371	-182	-36.41	-1.39
WASHINGTON	9,383	6,839	6,777	-2,606	-62	-27.77	-0.91
WEST VIRGINIA	11,279	8,650	8,251	-3,028	-399	-26.85	-4.61
WISCONSIN	16,217	5,004	4,796	-11,421	-208	-70.43	-4.16
WYOMING	984	652	631	-333	-21	-34.54	-3.22
AMERICAN SAMOA	65	54	108	43	54	66.15	100.00
GUAM	512	496	359	-153	-137	-29.88	-27.62
NORTHERN MARIANAS	.	18	46	.	28	.	155.56
TRUST TERRITORIES	495	.	.	.	.	.	.
VIRGIN ISLANDS	500	599	569	69	-30	13.80	-5.01
BUR. OF INDIAN AFFAIRS	.	415	.	.	.	.	.
U.S. AND INSULAR AREAS	820,290	537,191	522,864	-297,426	-14,327	-36.26	-2.67
50 STATES, D.C. & P.R.	818,718	535,609	521,782	-296,936	-13,827	-36.27	-2.58

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

EMOTIONALLY DISTURBED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1987-88	NUMBER SERVED 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	CHANGE IN NUMBER SERVED 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1987-88 - 1988-89
ALABAMA	803	5,998	6,124	5,321	126	662.64	2.10
ALASKA	234	436	512	278	76	118.80	17.43
ARIZONA	3,576	3,519	3,347	-229	-172	-6.40	-4.89
ARKANSAS	185	404	317	132	-87	71.35	-21.53
CALIFORNIA	20,766	10,497	11,099	-9,667	602	-46.55	5.73
COLORADO	4,434	8,628	8,446	4,012	-182	90.48	-2.11
CONNECTICUT	9,969	11,685	10,695	726	-990	7.28	-8.47
DELAWARE	2,366	1,565	1,133	-1,233	-432	-52.11	-27.60
DISTRICT OF COLUMBIA	447	104	76	-371	-28	-83.00	-26.92
FLORIDA	7,009	20,047	21,263	14,254	1,216	203.37	6.07
GEORGIA	8,271	16,194	16,902	8,631	708	104.35	4.37
HAWAII	136	592	717	581	125	427.21	21.11
IDAHO	505	497	453	-52	-44	-10.30	-8.85
ILLINOIS	24,803	14,408	14,697	-10,106	289	-40.75	2.01
INDIANA	1,073	3,934	4,190	3,117	256	290.49	6.51
IOWA	1,520	6,067	6,328	4,808	261	316.32	4.30
KANSAS	1,626	4,014	3,909	2,283	-105	140.41	-2.62
KENTUCKY	1,448	2,715	2,640	1,192	-75	82.32	-2.76
LOUISIANA	3,257	3,319	3,366	109	47	3.35	1.42
MAINE	2,501	3,693	3,549	1,048	-144	41.90	-3.90
MARYLAND	2,906	3,599	3,690	784	91	26.98	2.53
MASSACHUSETTS	19,676	17,083	17,029	-2,647	-54	-13.45	-0.32
MICHIGAN	11,947	18,016	18,016	6,069	0	50.80	0.00
MINNESOTA	4,237	10,190	10,590	6,353	400	149.94	3.93
MISSISSIPPI	38	247	235	197	-12	518.42	-4.86
MISSOURI	4,723	7,857	8,025	3,302	168	69.91	2.14
MONTANA	280	609	622	342	13	122.14	2.13
NEBRASKA	892	2,293	2,383	1,491	90	167.15	3.92
NEVADA	280	896	858	578	-38	206.43	-4.24
NEW HAMPSHIRE	465	1,437	1,547	1,082	110	232.69	7.65
NEW JERSEY	10,421	13,777	13,461	3,040	-316	29.17	-2.29
NEW MEXICO	1,225	2,947	3,074	1,849	127	150.94	4.31
NEW YORK	40,906	36,682	35,253	-5,653	-1,429	-13.82	-3.90
NORTH CAROLINA	1,420	7,795	8,429	7,009	634	493.59	8.13
NORTH DAKOTA	164	456	427	263	-29	160.37	-6.36
OHIO	1,574	7,313	7,449	5,875	136	373.25	1.86
OKLAHOMA	402	1,226	1,338	936	112	232.84	9.14
OREGON	2,096	2,146	2,072	-24	-74	-1.15	-3.45
PENNSYLVANIA	7,168	14,094	14,263	7,095	169	98.98	1.20
PUERTO RICO	306	1,063	884	578	-179	188.89	-16.84
RHODE ISLAND	887	1,224	1,293	406	69	45.77	5.64
SOUTH CAROLINA	3,961	6,176	5,955	1,994	-221	50.34	-3.58
SOUTH DAKOTA	110	483	426	316	-57	287.27	-11.80
TENNESSEE	1,936	1,911	2,130	194	219	10.02	11.46
TEXAS	8,127	22,428	23,485	15,358	1,057	188.98	4.71
UTAH	10,030	10,009	8,988	-1,042	-1,021	-10.39	-10.20
VERMONT	38	526	713	675	187	1,776.32	35.55
VIRGINIA	3,205	7,305	7,623	4,418	318	137.85	4.35
WASHINGTON	5,721	3,931	4,122	-1,599	191	-27.95	4.86
WEST VIRGINIA	585	2,340	2,221	1,636	-119	279.66	-5.09
WISCONSIN	4,299	9,579	9,826	5,527	247	128.56	2.58
WYOMING	389	451	532	143	81	36.76	17.96
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	23	0	0	-23	0	-100.00	.
NORTHERN MARIANAS	.	0	2	.	2	.	100.00
TRUST TERRITORIES	70	.	.	.	.	.	.
VIRGIN ISLANDS	45	55	36	-9	-19	-20.00	-34.55
BUR. OF INDIAN AFFAIRS	.	212	.	.	.	.	.
U.S. AND INSULAR AREAS	245,481	334,672	336,760	91,279	2,088	37.18	0.62
50 STATES, D.C. & P.R.	245,343	334,405	336,722	91,379	2,317	37.25	0.69

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

HARD OF HEARING AND DEAF

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1987-88	1988-89	1976-77 - 1988-89	1987-88 - 1988-89	1976-77 - 1988-89	1987-88 - 1988-89
ALABAMA	334	729	736	402	7	120.36	0.96
ALASKA	266	99	104	-162	5	-60.90	5.05
ARIZONA	371	544	569	198	25	53.37	4.60
ARKANSAS	160	295	342	182	47	113.75	15.93
CALIFORNIA	5,524	5,943	5,917	393	-26	7.11	-0.44
COLORADO	881	613	641	-240	28	-27.24	4.57
CONNECTICUT	1,154	547	536	-618	-11	-53.55	-2.01
DELAWARE	28	62	73	45	11	160.71	17.74
DISTRICT OF COLUMBIA	203	35	18	-185	-17	-91.13	-48.57
FLORIDA	1,366	1,110	1,129	-237	19	-17.35	1.71
GEORGIA	1,396	822	721	-675	-101	-48.35	-12.29
HAWAII	160	193	233	73	40	45.62	20.73
IDAHO	238	243	198	-40	-45	-16.81	-18.52
ILLINOIS	1,508	1,210	1,231	-277	21	-18.37	1.74
INDIANA	880	648	655	-225	7	-25.57	1.08
IOWA	506	652	622	116	-30	22.92	-4.60
KANSAS	1,497	370	403	-1,094	33	-73.08	8.92
KENTUCKY	721	487	515	-206	28	-28.57	5.75
LOUISIANA	710	858	868	158	10	22.25	1.17
MAINE	391	247	231	-160	-16	-40.92	-6.48
MARYLAND	1,031	867	899	-132	32	-12.80	3.69
MASSACHUSETTS	5,188	1,524	1,746	-3,442	222	-66.35	14.57
MICHIGAN	2,498	2,249	2,249	-249	0	-9.97	0.00
MINNESOTA	1,168	1,116	1,176	8	60	0.68	5.38
MISSISSIPPI	347	299	280	-67	-19	-19.31	-6.35
MISSOURI	1,040	661	746	-294	85	-28.27	12.86
MONTANA	232	113	128	-104	15	-44.83	13.27
NEBRASKA	268	368	414	146	46	54.48	12.50
NEVADA	135	134	138	3	4	2.22	2.99
NEW HAMPSHIRE	261	52	60	-201	8	-77.01	15.38
NEW JERSEY	2,104	1,046	1,059	-1,045	13	-49.67	1.24
NEW MEXICO	179	320	292	113	-28	63.13	-8.75
NEW YORK	4,114	2,031	2,040	-2,074	9	-50.41	0.44
NORTH CAROLINA	926	1,171	1,245	319	74	34.45	6.32
NORTH DAKOTA	76	100	113	37	13	48.68	13.00
OHIO	2,241	1,989	1,946	-295	-43	-13.16	-2.16
OKLAHOMA	449	463	499	50	36	11.14	7.78
OREGON	517	210	122	-395	-88	-76.40	-41.90
PENNSYLVANIA	3,842	2,199	2,240	-1,602	41	-41.70	1.86
PUERTO RICO	590	1,139	1,064	474	-75	80.34	-6.58
RHODE ISLAND	176	152	147	-29	-5	-16.48	-3.29
SOUTH CAROLINA	1,100	812	818	-282	6	-25.64	0.74
SOUTH DAKOTA	74	253	233	159	-20	214.86	-7.91
TENNESSEE	1,575	1,067	1,285	-290	218	-18.41	20.43
TEXAS	2,000	1,016	1,073	-927	57	-46.35	5.61
UTAH	385	271	269	-116	-2	-30.13	-0.74
VERMONT	27	89	100	73	11	270.37	12.36
VIRGINIA	1,130	914	976	-154	62	-13.63	6.78
WASHINGTON	1,852	1,113	1,295	-557	182	-30.08	16.35
WEST VIRGINIA	342	274	259	-83	-15	-24.27	-5.47
WISCONSIN	826	191	214	-612	23	-74.09	12.04
WYOMING	129	184	143	14	-41	10.85	-22.28
AMERICAN SAMOA	23	13	15	-8	2	-34.78	15.38
GUAM	1,067	0	0	-1,067	0	-100.00	.
NORTHERN MARIANAS	.	7	5	.	-2	.	-28.57
TRUST TERRITORIES	53	.	.	.	.	.	.
VIRGIN ISLANDS	63	26	19	-44	-7	-69.84	-26.92
BUR. OF INDIAN AFFAIRS	.	38	.	.	.	.	.
U.S. AND INSULAR AREAS	56,342	40,178	41,049	-15,293	871	-27.14	2.17
50 STATES, D.C. & P.R.	55,116	40,094	41,010	-14,106	916	-25.59	2.28

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

MULTIHANDICAPPED

STATE	NUMBER SERVED 1976-77	 1987-88	 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89
ALABAMA	.	932	962	.	30	.	3.22
ALASKA	.	229	234	.	5	.	2.18
ARIZONA	.	1,089	1,164	.	75	.	6.89
ARKANSAS	.	264	300	.	36	.	13.64
CALIFORNIA	.	5,184	5,298	.	114	.	2.20
COLORADO	.	1,930	2,118	.	188	.	9.74
CONNECTICUT	.	643	714	.	71	.	11.04
DELAWARE	.	57	74	.	17	.	29.82
DISTRICT OF COLUMBIA	.	8	14	.	6	.	75.00
FLORIDA	.	0	0	.	0	.	.
GEORGIA	.	0	0	.	0	.	.
HAWAII	.	119	136	.	17	.	14.29
IDAHO	.	178	202	.	24	.	13.48
ILLINOIS	.	0	104	.	104	.	100.00
INDIANA	.	438	322	.	-116	.	-26.48
IOWA	.	599	569	.	-30	.	-5.01
KANSAS	.	313	335	.	22	.	7.03
KENTUCKY	.	775	794	.	19	.	2.45
LOUISIANA	.	489	484	.	-5	.	-1.02
MAINE	.	804	735	.	-69	.	-8.58
MARYLAND	.	2,484	2,557	.	73	.	2.94
MASSACHUSETTS	.	2,551	2,740	.	189	.	7.41
MICHIGAN	.	190	190	.	0	.	0.00
MINNESOTA	.	0	149	.	149	.	100.00
MISSISSIPPI	.	181	219	.	38	.	20.99
MISSOURI	.	388	401	.	13	.	3.35
MONTANA	.	203	282	.	79	.	38.92
NEBRASKA	.	360	372	.	12	.	3.33
NEVADA	.	297	266	.	-31	.	-10.44
NEW HAMPSHIRE	.	121	98	.	-23	.	-19.01
NEW JERSEY	.	5,221	5,642	.	421	.	8.06
NEW MEXICO	.	545	590	.	45	.	8.26
NEW YORK	.	5,038	4,842	.	-196	.	-3.89
NORTH CAROLINA	.	880	904	.	24	.	2.73
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	4,046	4,249	.	203	.	5.02
OKLAHOMA	.	890	951	.	61	.	6.85
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	0	0	.	0	.	.
PUERTO RICO	.	1,834	1,610	.	-224	.	-12.21
RHODE ISLAND	.	47	54	.	7	.	14.89
SOUTH CAROLINA	.	259	242	.	-17	.	-6.56
SOUTH DAKOTA	.	318	337	.	19	.	5.97
TENNESSEE	.	1,308	1,796	.	488	.	37.31
TEXAS	.	3,010	3,084	.	74	.	2.46
UTAH	.	1,064	975	.	-89	.	-8.36
VERMONT	.	10	9	.	-1	.	-10.00
VIRGINIA	.	1,013	877	.	-136	.	-13.43
WASHINGTON	.	1,170	1,416	.	246	.	21.03
WEST VIRGINIA	.	0	0	.	0	.	.
WISCONSIN	.	15,151	15,641	.	490	.	3.23
WYOMING	.	0	0	.	0	.	.
AMERICAN SAMOA	.	1	1	.	0	.	0.00
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	25	29	.	4	.	16.00
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	13	14	.	1	.	7.69
BUR. OF INDIAN AFFAIRS	.	233	.	.	.	.	.
U.S. AND INSULAR AREAS	.	62,902	65,096	.	2,194	.	3.49
50 STATES, D.C. & P.R.	.	62,630	65,052	.	2,422	.	3.87

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4C8ZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1987-88	1988-89	1976-77 - 1988-89	1987-88 - 1988-89	1976-77 - 1988-89	1987-88 - 1988-89
ALABAMA	591	481	535	-56	54	-9.48	11.23
ALASKA	34	94	71	37	-23	108.82	-24.47
ARIZONA	300	492	433	133	-59	44.33	-11.99
ARKANSAS	165	66	77	-88	11	-53.33	16.67
CALIFORNIA	25,136	6,273	6,596	-18,540	323	-73.76	5.15
COLORADO	1,478	656	639	-839	-17	-56.77	-2.59
CONNECTICUT	924	231	240	-684	9	-74.03	3.90
DELAWARE	9	21	22	13	1	144.44	4.76
DISTRICT OF COLUMBIA	10	7	6	-4	-1	-40.00	-14.29
FLORIDA	1,809	1,931	2,043	234	112	12.94	5.80
GEORGIA	599	670	728	129	58	21.54	8.66
HAWAII	16	211	192	176	-19	1,100.00	-9.00
IDAHO	555	329	312	-243	-17	-43.78	-5.17
ILLINOIS	955	1,147	1,169	214	22	22.41	1.92
INDIANA	545	444	395	-150	-49	-27.52	-11.04
IOWA	338	923	939	601	16	177.81	1.73
KANSAS	255	361	381	126	20	49.41	5.54
KENTUCKY	385	381	390	5	9	1.30	2.36
LOUISIANA	349	684	748	399	64	114.33	9.36
MAINE	250	311	218	-32	-93	-12.80	-29.90
MARYLAND	755	533	610	-145	77	-19.21	14.45
MASSACHUSETTS	4,339	1,024	1,372	-2,967	348	-68.38	33.98
MICHIGAN	3,050	3,491	3,491	441	0	14.46	0.00
MINNESOTA	818	1,093	1,159	341	66	41.69	6.04
MISSISSIPPI	51	583	614	563	31	1,103.92	5.32
MISSOURI	1,005	776	726	-279	-50	-27.76	-6.44
MONTANA	56	122	96	40	-26	71.43	-21.31
NEBRASKA	231	642	642	411	0	177.92	0.00
NEVADA	163	119	209	46	90	28.22	75.63
NEW HAMPSHIRE	152	108	123	-29	15	-19.08	13.89
NEW JERSEY	1,644	582	494	-1,150	-88	-69.95	-15.12
NEW MEXICO	342	460	510	168	50	49.12	10.87
NEW YORK	4,235	1,027	1,004	-3,231	-23	-76.29	-2.24
NORTH CAROLINA	647	814	860	213	46	32.92	5.65
NORTH DAKOTA	65	74	82	17	8	26.15	10.81
OHIO	2,605	3,607	3,596	991	-11	38.04	-0.30
OKLAHOMA	431	262	274	-157	12	-36.43	4.58
OREGON	548	603	483	-65	-120	-11.86	-19.90
PENNSYLVANIA	2,537	800	758	-1,779	-42	-70.12	-5.25
PUERTO RICO	86	436	324	238	-112	276.74	-25.69
RHODE ISLAND	160	134	129	-31	-5	-19.37	-3.73
SOUTH CAROLINA	752	702	719	-33	17	-4.39	2.42
SOUTH DAKOTA	93	97	109	16	12	17.20	12.37
TENNESSEE	1,111	885	904	-207	19	-18.63	2.15
TEXAS	6,257	3,384	3,487	-2,770	103	-44.27	3.04
UTAH	245	195	200	-45	5	-18.37	2.56
VERMONT	15	64	87	72	23	480.00	35.94
VIRGINIA	787	596	644	-143	48	-18.17	8.05
WASHINGTON	1,288	777	814	-474	37	-36.80	4.76
WEST VIRGINIA	333	330	278	-55	-52	-16.52	-15.76
WISCONSIN	987	409	385	-602	-24	-60.99	-5.87
WYOMING	75	144	146	71	2	94.67	1.39
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	2	9	21	19	12	950.00	133.33
NORTHERN MARIANAS	.	17	25	.	8	.	47.06
TRUST TERRITORIES	4	.	.	.	.	.	.
VIRGIN ISLANDS	21	4	5	-16	1	-76.19	25.00
BUR. OF INDIAN AFFAIRS	.	21	.	.	.	.	.
U.S. AND INSULAR AREAS	70,593	40,637	41,514	-29,079	877	-41.19	2.16
50 STATES, D.C. & P.R.	70,566	40,586	41,463	-29,103	877	-41.24	2.16

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CHTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

OTHER HEALTH IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1987-88	NUMBER SERVED 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	CHANGE IN NUMBER SERVED 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1987-88 - 1988-89
ALABAMA	392	662	734	342	72	87.24	10.88
ALASKA	68	100	105	37	5	54.41	5.00
ARIZONA	427	354	346	-81	-8	-18.97	-2.26
ARKANSAS	207	169	221	14	52	6.76	30.77
CALIFORNIA	27,198	11,961	11,625	-15,573	-336	-57.26	-2.81
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	2,149	321	313	-1,836	-8	-85.44	-2.49
DELAWARE	15	27	37	22	10	146.67	37.04
DISTRICT OF COLUMBIA	45	0	1	-44	1	-97.78	100.00
FLORIDA	1,187	2,289	2,488	1,301	199	109.60	8.69
GEORGIA	1,271	253	339	-932	86	-73.33	33.99
HAWAII	16	75	120	104	45	650.00	60.00
IDAHO	103	472	520	417	48	404.85	10.17
ILLINOIS	2,681	1,224	1,247	-1,434	23	-53.49	1.88
INDIANA	697	30	77	-620	47	-88.95	156.67
IOWA	1	0	0	-1	0	-100.00	.
KANSAS	310	164	202	-108	38	-34.84	23.17
KENTUCKY	1,521	261	244	-1,277	-17	-83.96	-6.51
LOUISIANA	1,523	1,110	1,248	-275	138	-18.06	12.43
MAINE	644	324	276	-368	-48	-57.14	-14.81
MARYLAND	93	745	895	802	150	862.37	20.13
MASSACHUSETTS	2,288	1,479	1,744	-544	265	-23.78	17.92
MICHIGAN	1,338	107	107	-1,231	0	-92.00	0.00
MINNESOTA	1,348	401	378	-970	-23	-71.96	-5.74
MISSISSIPPI	149	0	0	-149	0	-100.00	.
MISSOURI	1,284	266	427	-857	161	-66.74	60.53
MONTANA	85	156	176	91	20	107.06	12.82
NEBRASKA	43	0	360	317	360	737.21	100.00
NEVADA	176	98	105	-71	7	-40.34	7.14
NEW HAMPSHIRE	807	242	287	-520	45	-64.44	18.60
NEW JERSEY	1,896	422	487	-1,409	65	-74.31	15.40
NEW MEXICO	22	85	75	53	-10	240.91	-11.76
NEW YORK	23,321	2,397	2,447	-20,874	50	-89.51	2.09
NORTH CAROLINA	401	1,745	2,010	1,609	265	401.25	15.19
NORTH DAKOTA	45	71	66	21	-5	46.67	-7.04
OHIO	724	0	0	-724	0	-100.00	.
OKLAHOMA	193	141	136	-57	-5	-29.53	-3.55
OREGON	2,090	678	670	-1,420	-8	-67.94	-1.18
PENNSYLVANIA	5,914	0	0	-5,914	0	-100.00	.
PUERTO RICO	50	725	710	660	-15	1,320.00	-2.07
RHODE ISLAND	1,429	177	236	-1,193	59	-83.48	33.33
SOUTH CAROLINA	530	137	145	-385	8	-72.64	5.84
SOUTH DAKOTA	310	83	80	-230	-3	-74.19	-3.61
TENNESSEE	2,106	1,722	1,807	-299	85	-14.20	4.94
TEXAS	26,246	7,631	8,454	-17,792	823	-67.79	10.78
UTAH	206	297	314	108	17	52.43	5.72
VERMONT	31	100	119	88	19	283.87	19.00
VIRGINIA	764	435	481	-283	46	-37.04	10.57
WASHINGTON	554	2,659	3,286	2,732	627	493.14	23.58
WEST VIRGINIA	400	70	49	-351	-21	-87.75	-30.00
WISCONSIN	462	164	200	-262	36	-56.71	21.95
WYOMING	107	217	220	113	3	105.61	1.38
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	20	7	10	-10	3	-50.00	42.86
NORTHERN MARIANAS	.	3	3	.	0	.	0.00
TRUST TERRITORIES	26	.	.	.	.	.	.
VIRGIN ISLANDS	0	7	12	12	5	100.00	71.43
BUR. OF INDIAN AFFAIRS	.	17	.	.	.	.	.
U.S. AND INSULAR AREAS	115,916	43,280	46,639	-69,277	3,359	-59.76	7.76
50 STATES, D.C. & P.R.	115,867	43,246	46,614	-69,253	3,368	-59.77	7.79

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

VISUALLY HANDICAPPED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1987-88	NUMBER SERVED 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	CHANGE IN NUMBER SERVED 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1987-88 - 1988-89
ALABAMA	168	319	323	155	4	92.26	1.25
ALASKA	53	21	32	-21	11	-39.62	52.38
ARIZONA	187	249	152	-35	-97	-18.72	-38.96
ARKANSAS	94	81	108	14	27	14.89	33.33
CALIFORNIA	2,742	2,271	2,411	-331	140	-12.07	6.16
COLORADO	339	243	208	-131	-35	-38.64	-14.40
CONNECTICUT	520	29	22	-498	-7	-95.77	-24.14
DELAWARE	7	10	11	4	1	57.14	10.00
DISTRICT OF COLUMBIA	17	2	19	2	17	11.76	850.00
FLORIDA	574	610	614	40	4	6.97	0.66
GEORGIA	589	319	334	-255	15	-43.29	4.70
HAWAII	24	60	66	42	6	175.00	10.00
IDAHO	124	59	61	-63	2	-50.81	3.39
ILLINOIS	820	569	580	-240	11	-29.27	1.93
INDIANA	373	350	341	-32	-9	-8.58	-2.57
IOWA	106	133	123	17	-10	16.04	-7.52
KANSAS	217	166	167	-50	1	-23.04	0.60
KENTUCKY	309	331	342	33	11	10.68	3.32
LOUISIANA	272	338	319	47	-19	17.28	-5.62
MAINE	165	96	90	-75	-6	-45.45	-6.25
MARYLAND	475	356	510	35	154	7.37	43.26
MASSACHUSETTS	2,005	735	749	-1,256	14	-62.64	1.90
MICHIGAN	1,027	732	732	-295	0	-28.72	0.00
MINNESOTA	474	281	313	-161	32	-33.97	11.39
MISSISSIPPI	39	115	116	77	1	197.44	0.87
MISSOURI	444	248	243	-201	-5	-45.27	-2.02
MONTANA	108	42	71	-37	29	-34.26	69.05
NEBRASKA	99	124	160	61	36	61.62	29.03
NEVADA	66	67	68	2	1	3.03	1.49
NEW HAMPSHIRE	101	13	14	-87	1	-86.14	7.69
NEW JERSEY	561	137	99	-462	-38	-82.35	-27.74
NEW MEXICO	79	96	118	39	22	49.37	22.92
NEW YORK	3,618	1,039	1,009	-2,609	-30	-72.11	-2.89
NORTH CAROLINA	522	483	517	-5	34	-0.96	7.04
NORTH DAKOTA	36	36	45	9	9	25.00	25.00
OHIO	941	827	759	-182	-68	-19.34	-8.22
OKLAHOMA	114	156	162	48	6	42.11	3.85
OREGON	264	71	22	-242	-49	-91.67	-69.01
PENNSYLVANIA	2,661	978	971	-1,690	-7	-63.51	-0.72
PUERTO RICO	70	656	584	514	-72	734.29	-10.98
RHODE ISLAND	72	55	60	-12	5	-16.67	9.09
SOUTH CAROLINA	713	339	363	-350	24	-49.09	7.08
SOUTH DAKOTA	13	31	36	23	5	176.92	16.13
TENNESSEE	751	641	776	25	135	3.33	21.06
TEXAS	1,054	1,520	1,497	443	-23	42.03	-1.51
UTAH	140	120	93	-47	-27	-33.57	-22.50
VERMONT	26	29	31	5	2	19.23	6.90
VIRGINIA	495	118	91	-404	-27	-81.62	-22.88
WASHINGTON	776	197	211	-565	14	-72.81	7.11
WEST VIRGINIA	235	149	130	-105	-19	-44.68	-12.75
WISCONSIN	373	160	176	-197	16	-52.82	10.00
WYOMING	163	46	52	-111	6	-68.10	13.04
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	6	0	0	-6	0	-100.00	.
NORTHERN MARIANAS	.	2	1	.	-1	.	-50.00
TRUST TERRITORIES	39	.	.	.	.	.	.
VIRGIN ISLANDS	11	15	14	3	-1	27.27	-6.67
BUR. OF INDIAN AFFAIRS	.	10	.	.	.	.	.
U.S. AND INSULAR AREAS	26,276	16,888	17,116	-9,160	228	-34.86	1.35
50 STATES, D.C. & P.R.	26,215	16,853	17,101	-9,114	248	-34.77	1.47

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

DEAF-BLIND

STATE	NUMBER SERVED 1976-77	 1987-88	 1988-89	CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1988-89	 1987-88 - 1988-89
ALABAMA	.	10	13	.	3	.	30.00
ALASKA	.	0	1	.	1	.	100.00
ARIZONA	.	0	0	.	0	.	.
ARKANSAS	.	3	50	.	47	.	1,566.67
CALIFORNIA	.	136	112	.	-24	.	-17.65
COLORADO	.	11	9	.	-2	.	-18.18
CONNECTICUT	.	10	11	.	1	.	10.00
DELAWARE	.	0	1	.	1	.	100.00
DISTRICT OF COLUMBIA	.	2	0	.	-2	.	-100.00
FLORIDA	.	27	17	.	-10	.	-37.04
GEORGIA	.	2	3	.	1	.	50.00
HAWAII	.	3	5	.	2	.	66.67
IDAHO	.	0	0	.	0	.	.
ILLINOIS	.	1	1	.	0	.	0.00
INDIANA	.	33	29	.	-4	.	-12.12
IOWA	.	12	12	.	0	.	0.00
KANSAS	.	18	24	.	6	.	33.33
KENTUCKY	.	22	4	.	-18	.	-81.82
LOUISIANA	.	9	6	.	-3	.	-33.33
MAINE	.	4	5	.	1	.	25.00
MARYLAND	.	14	24	.	10	.	71.43
MASSACHUSETTS	.	60	125	.	65	.	108.33
MICHIGAN	.	0	0	.	0	.	.
MINNESOTA	.	17	21	.	4	.	23.53
MISSISSIPPI	.	2	2	.	0	.	0.00
MISSOURI	.	54	49	.	-5	.	-9.26
MONTANA	.	8	6	.	-2	.	-25.00
NEBRASKA	.	0	3	.	3	.	100.00
NEVADA	.	5	2	.	-3	.	-60.00
NEW HAMPSHIRE	.	0	0	.	0	.	.
NEW JERSEY	.	0	1	.	1	.	100.00
NEW MEXICO	.	13	7	.	-6	.	-46.15
NEW YORK	.	46	24	.	-22	.	-47.83
NORTH CAROLINA	.	2	4	.	2	.	100.00
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	5	4	.	-1	.	-20.00
OKLAHOMA	.	29	33	.	4	.	13.79
OREGON	.	7	0	.	-7	.	-100.00
PENNSYLVANIA	.	3	5	.	2	.	66.67
PUERTO RICO	.	100	59	.	-41	.	-41.00
RHODE ISLAND	.	2	2	.	0	.	0.00
SOUTH CAROLINA	.	8	10	.	2	.	25.00
SOUTH DAKOTA	.	6	9	.	3	.	50.00
TENNESSEE	.	9	14	.	5	.	55.56
TEXAS	.	21	26	.	5	.	23.81
UTAH	.	8	18	.	10	.	125.00
VERMONT	.	7	10	.	3	.	42.86
VIRGINIA	.	3	4	.	1	.	33.33
WASHINGTON	.	11	13	.	2	.	18.18
WEST VIRGINIA	.	0	0	.	0	.	.
WISCONSIN	.	10	9	.	-1	.	-10.00
WYOMING	.	3	2	.	-1	.	-33.33
AMERICAN SAMOA	.	1	0	.	-1	.	-100.00
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	3	3	.	0	.	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	0	0	.	0	.	.
BUR. OF INDIAN AFFAIRS	.	0	.	.	.	.	.
U.S. AND INSULAR AREAS	.	760	792	.	32	.	4.21
50 STATES, D.C. & P.R.	.	756	789	.	33	.	4.37

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(C4CBZZ1A)

TABLE AA21

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B DURING SCHOOL YEAR 1988-89

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ESEA (SOP)	EHA-B AND CHAPTER 1 OF ESEA
ALABAMA	8.60	0.06	8.65
ALASKA	7.08	1.71	8.79
ARIZONA	5.49	0.15	5.65
ARKANSAS	6.41	0.50	6.91
CALIFORNIA	5.58	0.04	5.62
COLORADO	5.33	0.52	5.85
CONNECTICUT	7.30	0.50	7.80
DELAWARE	5.83	1.98	7.81
DISTRICT OF COLUMBIA	2.08	2.96	5.04
FLORIDA	6.82	0.27	7.09
GEORGIA	4.83	0.16	5.00
HAWAII	3.88	0.15	4.03
IDAHO	6.08	0.06	6.14
ILLINOIS	6.48	1.29	7.77
INDIANA	6.39	0.59	6.98
IOWA	7.31	0.18	7.49
KANSAS	5.97	0.37	6.34
KENTUCKY	6.85	0.32	7.18
LOUISIANA	4.81	0.31	5.12
MAINE	8.17	0.34	8.51
MARYLAND	7.17	0.16	7.33
MASSACHUSETTS	9.15	1.15	10.30
MICHIGAN	5.78	0.40	6.18
MINNESOTA	6.88	0.04	6.92
MISSISSIPPI	7.03	0.11	7.14
MISSOURI	7.07	0.18	7.25
MONTANA	6.55	0.33	6.88
NEBRASKA	6.97	0.07	7.04
NEVADA	5.69	0.22	5.91
NEW HAMPSHIRE	5.68	0.35	6.04
NEW JERSEY	8.61	0.32	8.92
NEW MEXICO	6.80	0.06	6.86
NEW YORK	5.58	0.76	6.34
NORTH CAROLINA	6.24	0.16	6.40
NORTH DAKOTA	6.26	0.37	6.63
OHIO	6.34	0.32	6.66
OKLAHOMA	6.78	0.10	6.89
OREGON	5.74	1.01	6.75
PENNSYLVANIA	6.20	0.75	6.95
RHODE ISLAND	7.63	0.37	8.00
SOUTH CAROLINA	7.37	0.10	7.47
SOUTH DAKOTA	6.80	0.25	7.04
TENNESSEE	7.46	0.11	7.57
TEXAS	6.06	0.27	6.33
UTAH	6.50	0.39	6.89
VERMONT	6.61	1.82	8.43
VIRGINIA	6.53	0.08	6.61
WASHINGTON	5.83	0.31	6.15
WEST VIRGINIA	8.27	0.30	8.56
WISCONSIN	5.65	0.23	5.89
WYOMING	6.61	0.82	7.43
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	6.35	0.39	6.74

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS, AGES 3-21, FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBXXPX2A)

TABLE AA22

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY AGE GROUP

DURING SCHOOL YEAR 1988-89

STATE	AGE GROUP				
	0-2	3-5	6-17	18-21	0-21
ALABAMA	0.00	4.61	11.12	4.15	8.65
ALASKA	0.74	4.40	12.57	1.59	8.79
ARIZONA	0.18	2.01	8.14	1.35	5.65
ARKANSAS	0.47	3.78	9.28	1.58	6.91
CALIFORNIA	0.02	2.43	8.13	1.17	5.62
COLORADO	0.39	2.39	8.41	1.21	5.85
CONNECTICUT	0.43	3.81	10.97	1.92	7.80
DELAWARE	0.44	5.42	10.54	1.89	7.81
DISTRICT OF COLUMBIA	0.00	2.17	7.21	2.11	5.04
FLORIDA	0.23	2.59	10.45	1.23	7.09
GEORGIA	0.09	2.41	7.01	0.97	5.00
HAWAII	0.00	1.32	6.17	0.63	4.03
IDAHO	0.00	2.23	8.25	2.32	6.14
ILLINOIS	0.00	4.76	10.68	1.62	7.77
INDIANA	0.69	3.81	9.71	1.38	6.98
IOWA	0.72	4.37	10.03	1.82	7.49
KANSAS	0.31	3.15	8.90	1.16	6.34
KENTUCKY	0.31	5.65	9.48	1.40	7.18
LOUISIANA	0.30	2.67	6.87	1.00	5.12
MAINE	0.00	5.59	11.80	1.53	8.51
MARYLAND	0.00	3.24	10.59	1.81	7.33
MASSACHUSETTS	1.80	5.82	14.75	1.98	10.30
MICHIGAN	0.09	3.62	8.36	1.69	6.18
MINNESOTA	0.00	4.36	9.56	1.26	6.92
MISSISSIPPI	0.04	4.07	9.64	1.71	7.14
MISSOURI	0.07	1.97	10.56	1.50	7.25
MONTANA	0.60	4.26	9.07	1.58	6.88
NEBRASKA	0.05	3.66	9.80	1.49	7.04
NEVADA	0.50	2.67	8.26	1.18	5.91
NEW HAMPSHIRE	0.00	2.78	8.72	1.17	6.04
NEW JERSEY	0.72	4.59	12.51	1.80	8.92
NEW MEXICO	0.00	1.90	9.95	1.48	6.86
NEW YORK	0.59	2.78	8.79	1.88	6.34
NORTH CAROLINA	0.04	3.02	9.16	1.30	6.40
NORTH DAKOTA	0.66	4.04	8.88	1.59	6.63
OHIO	0.00	2.19	9.44	1.75	6.66
OKLAHOMA	0.00	3.33	9.75	1.26	6.89
OREGON	0.57	2.32	9.48	1.54	6.75
PENNSYLVANIA	0.76	4.16	9.46	1.52	6.95
RHODE ISLAND	1.05	4.02	11.43	1.50	8.00
SOUTH CAROLINA	0.00	4.70	10.27	1.48	7.47
SOUTH DAKOTA	0.02	5.41	9.28	1.57	7.04
TENNESSEE	0.04	3.56	10.52	1.75	7.57
TEXAS	0.48	2.59	8.75	1.70	6.33
UTAH	1.03	2.39	9.42	1.01	6.89
VERMONT	0.44	4.97	11.99	1.42	8.43
VIRGINIA	0.00	3.64	9.51	1.43	6.61
WASHINGTON	0.63	4.28	8.26	1.13	6.15
WEST VIRGINIA	0.74	4.21	11.42	2.38	8.56
WISCONSIN	0.54	4.61	7.63	1.41	5.89
WYOMING	1.34	4.86	9.54	1.76	7.43
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.31	3.28	9.41	1.56	6.75
50 STATES, D.C. & P.R.	0.31	3.27	9.40	1.56	6.74

PERCENTAGE OF STUDENTS SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF CENSUS.

THE FIGURES REPRESENT CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN 3-21 YEARS OLD UNDER EHA-B

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX1C)

TABLE AA23

PERCENTAGE OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B
BY HANDICAPPING CONDITION
BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1988-89

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED
ALABAMA	9.37	3.18	2.22	2.97	0.62	0.10	0.10	0.05	0.07	0.04
ALASKA	9.76	5.25	2.08	1.49	0.42	0.11	0.22	0.06	0.09	0.03
ARIZONA	6.38	3.60	1.42	0.53	0.42	0.12	0.16	0.06	0.05	0.03
ARKANSAS	7.38	3.96	1.16	1.91	0.05	0.10	0.10	0.02	0.04	0.04
CALIFORNIA	6.32	3.78	1.45	0.38	0.18	0.11	0.08	0.10	0.18	0.04
COLORADO	6.51	3.18	1.04	0.43	1.19	0.10	0.42	0.10	0.00	0.03
CONNECTICUT	8.46	4.52	1.32	0.56	1.70	0.09	0.13	0.04	0.05	0.06
DELAWARE	8.17	4.62	1.06	0.83	1.17	0.11	0.10	0.15	0.09	0.04
DISTRICT OF COLUMBIA	5.71	2.75	0.88	0.92	0.81	0.03	0.15	0.07	0.05	0.04
FLORIDA	7.97	3.38	2.39	1.02	0.90	0.07	0.00	0.08	0.10	0.03
GEORGIA	5.46	1.60	1.16	1.43	1.10	0.07	0.00	0.05	0.02	0.03
HAWAII	4.60	2.61	0.83	0.46	0.31	0.10	0.08	0.11	0.05	0.03
IDAHO	6.89	3.93	1.18	1.07	0.18	0.11	0.09	0.12	0.20	0.02
ILLINOIS	8.34	3.86	2.09	1.01	1.04	0.11	0.01	0.11	0.07	0.04
INDIANA	7.56	2.88	2.63	1.48	0.33	0.09	0.06	0.04	0.01	0.04
IOWA	7.93	3.50	1.43	1.61	1.01	0.11	0.09	0.14	0.00	0.03
KANSAS	6.92	2.90	1.90	0.99	0.77	0.11	0.10	0.07	0.04	0.04
KENTUCKY	7.38	2.39	2.34	2.00	0.31	0.09	0.12	0.05	0.03	0.05
LOUISIANA	5.56	2.24	1.62	0.94	0.34	0.11	0.07	0.08	0.12	0.04
MAINE	9.03	3.95	1.97	1.00	1.45	0.10	0.33	0.08	0.10	0.03
MARYLAND	8.13	4.15	2.39	0.55	0.40	0.12	0.29	0.06	0.09	0.07
MASSACHUSETTS	10.92	3.85	2.51	2.31	1.50	0.15	0.24	0.12	0.15	0.07
MICHIGAN	6.61	2.94	1.46	0.90	0.89	0.11	0.08	0.16	0.03	0.03
MINNESOTA	7.42	3.52	1.40	1.06	1.09	0.13	0.02	0.12	0.04	0.04
MISSISSIPPI	7.69	3.74	2.47	1.21	0.03	0.07	0.04	0.09	0.00	0.03
MISSOURI	8.24	3.87	2.14	1.29	0.69	0.06	0.04	0.06	0.04	0.02
MONTANA	7.30	4.07	1.82	0.59	0.33	0.11	0.16	0.05	0.09	0.08
NEBRASKA	7.69	3.33	2.01	1.15	0.65	0.13	0.10	0.17	0.10	0.05
NEVADA	6.49	3.92	1.34	0.48	0.39	0.06	0.12	0.09	0.05	0.03
NEW HAMPSHIRE	6.64	4.07	1.10	0.40	0.66	0.09	0.10	0.06	0.13	0.04
NEW JERSEY	9.57	4.83	2.97	0.37	0.85	0.08	0.37	0.03	0.03	0.02
NEW MEXICO	7.90	3.79	2.29	0.55	0.83	0.10	0.16	0.13	0.02	0.03
NEW YORK	6.80	4.09	0.61	0.58	1.12	0.09	0.23	0.05	0.00	0.03
NORTH CAROLINA	6.98	3.02	1.55	1.36	0.60	0.12	0.09	0.06	0.14	0.04
NORTH DAKOTA	7.04	3.37	2.19	0.96	0.27	0.10	0.00	0.07	0.04	0.04
OHIO	7.47	2.91	1.94	1.70	0.30	0.08	0.36	0.14	0.00	0.04
OKLAHOMA	7.62	3.63	2.00	1.47	0.19	0.08	0.17	0.04	0.02	0.03
OREGON	7.47	4.03	1.88	0.59	0.45	0.17	0.00	0.14	0.16	0.05
PENNSYLVANIA	7.31	3.11	1.97	1.34	0.69	0.11	0.00	0.05	0.00	0.05
PUERTO RICO	.	.	.	.	.	.	.	.	.	.
RHODE ISLAND	8.54	5.68	1.37	0.48	0.68	0.08	0.04	0.07	0.11	0.03
SOUTH CAROLINA	7.96	3.15	2.06	1.75	0.70	0.11	0.04	0.08	0.02	0.05
SOUTH DAKOTA	7.37	3.32	2.19	0.93	0.31	0.17	0.24	0.10	0.05	0.03
TENNESSEE	8.25	4.28	1.98	1.17	0.22	0.13	0.16	0.08	0.16	0.08
TEXAS	7.03	3.97	1.39	0.58	0.57	0.10	0.09	0.09	0.21	0.04
UTAH	7.64	3.37	1.42	0.62	1.74	0.11	0.22	0.05	0.06	0.04
VERMONT	8.98	3.89	2.59	1.30	0.68	0.15	0.12	0.10	0.11	0.04
VIRGINIA	7.16	3.66	1.67	0.98	0.57	0.09	0.07	0.05	0.04	0.04
WASHINGTON	6.39	3.32	1.17	0.71	0.41	0.14	0.19	0.09	0.33	0.03
WEST VIRGINIA	9.13	4.17	2.34	1.88	0.50	0.08	0.00	0.07	0.03	0.05
WISCONSIN	6.03	2.04	1.13	0.44	0.88	0.02	1.45	0.04	0.02	0.02
WYOMING	7.74	4.18	2.04	0.57	0.47	0.13	0.00	0.12	0.18	0.04
AMERICAN SAMOA	.	.	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.41	3.54	1.71	1.03	0.67	0.10	0.15	0.08	0.09	0.04
50 STATES, D.C. & P.R.	7.41	3.53	1.71	1.03	0.67	0.10	0.15	0.08	0.09	0.04

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRFPX1B)

TABLE AA23

PERCENTAGE OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY HANDICAPPING CONDITION BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1988-89

STATE	DEAF-BLIND
ALABAMA	0.00
ALASKA	0.00
ARIZONA	0.00
ARKANSAS	0.01
CALIFORNIA	0.00
COLORADO	0.01
CONNECTICUT	0.00
DELAWARE	0.02
DISTRICT OF COLUMBIA	0.01
FLORIDA	0.00
GEORGIA	0.00
HAWAII	0.00
IDAHO	0.00
ILLINOIS	0.00
INDIANA	0.00
IOWA	0.00
KANSAS	0.01
KENTUCKY	0.00
LOUISIANA	0.00
MAINE	0.00
MARYLAND	0.01
MASSACHUSETTS	0.01
MICHIGAN	0.00
MINNESOTA	0.00
MISSISSIPPI	0.00
MISSOURI	0.00
MONTANA	0.00
NEBRASKA	0.00
NEVADA	0.00
NEW HAMPSHIRE	0.00
NEW JERSEY	0.00
NEW MEXICO	0.01
NEW YORK	0.00
NORTH CAROLINA	0.00
NORTH DAKOTA	0.01
OHIO	0.00
OKLAHOMA	0.00
OREGON	0.00
PENNSYLVANIA	0.00
PUERTO RICO	.
RHODE ISLAND	0.00
SOUTH CAROLINA	0.00
SOUTH DAKOTA	0.02
TENNESSEE	0.00
TEXAS	0.00
UTAH	0.01
VERMONT	0.01
VIRGINIA	0.00
WASHINGTON	0.00
WEST VIRGINIA	0.00
WISCONSIN	0.00
WYOMING	0.00
AMERICAN SAMOA	.
GUAM	.
NORTHERN MARIANAS	.
TRUST TERRITORIES	.
VIRGIN ISLANDS	.
BUR. OF INDIAN AFFAIRS	.
U.S. AND INSULAR AREAS	0.00
50 STATES, D.C. & P.R.	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX18)

TABLE AA24

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY HANDICAPPING CONDITION BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1988-89

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED
ALABAMA	11.12	3.75	2.94	3.26	0.74	0.11	0.12	0.06	0.08	0.05
ALASKA	12.57	6.69	2.79	1.93	0.53	0.13	0.26	0.08	0.12	0.04
ARIZONA	8.14	4.63	1.88	0.62	0.53	0.15	0.17	0.07	0.06	0.04
ARKANSAS	9.28	4.98	1.54	2.31	0.07	0.12	0.12	0.03	0.05	0.05
CALIFORNIA	8.13	4.91	1.94	0.41	0.23	0.13	0.09	0.13	0.24	0.05
COLORADO	8.41	4.14	1.41	0.49	1.53	0.13	0.52	0.13	0.00	0.04
CONNECTICUT	10.97	5.93	1.81	0.63	2.15	0.12	0.15	0.05	0.06	0.07
DELAWARE	10.54	6.05	1.46	0.97	1.45	0.14	0.11	0.18	0.10	0.05
DISTRICT OF COLUMBIA	7.21	3.57	1.24	0.99	1.01	0.05	0.16	0.08	0.05	0.05
FLORIDA	10.45	4.43	3.25	1.23	1.19	0.08	0.00	0.11	0.13	0.04
GEORGIA	7.01	2.06	1.56	1.74	1.44	0.09	0.00	0.05	0.03	0.04
HAWAII	6.17	3.54	1.16	0.58	0.42	0.12	0.10	0.14	0.07	0.04
IDAHO	8.25	4.93	1.53	1.19	0.21	0.13	0.03	0.10	0.11	0.03
ILLINOIS	10.68	5.00	2.81	1.15	1.30	0.14	0.01	0.14	0.08	0.05
INDIANA	9.71	3.68	3.54	1.77	0.43	0.11	0.07	0.05	0.01	0.05
IOWA	10.03	4.47	1.92	1.90	1.30	0.14	0.09	0.18	0.00	0.03
KANSAS	8.90	3.73	2.55	1.19	0.99	0.13	0.11	0.09	0.05	0.05
KENTUCKY	9.48	3.04	3.15	2.46	0.41	0.12	0.14	0.06	0.04	0.07
LOUISIANA	6.87	2.77	2.14	1.03	0.42	0.13	0.08	0.10	0.15	0.04
MAINE	11.80	5.17	2.69	1.21	1.91	0.13	0.41	0.11	0.13	0.04
MARYLAND	10.59	5.43	3.27	0.61	0.50	0.16	0.33	0.08	0.12	0.08
MASSACHUSETTS	14.75	5.20	3.38	3.12	2.03	0.21	0.33	0.16	0.21	0.09
MICHIGAN	8.36	3.76	1.99	0.98	1.14	0.13	0.09	0.20	0.03	0.04
MINNESOTA	9.56	4.60	1.89	1.24	1.40	0.17	0.02	0.15	0.05	0.05
MISSISSIPPI	9.64	4.62	3.28	1.42	0.04	0.08	0.05	0.12	0.00	0.03
MISSOURI	10.56	4.96	2.87	1.54	0.89	0.10	0.05	0.08	0.05	0.03
MONTANA	9.07	5.02	2.36	0.66	0.41	0.13	0.19	0.07	0.12	0.10
NEBRASKA	9.80	4.25	2.69	1.34	0.84	0.16	0.12	0.22	0.12	0.06
NEVADA	8.26	5.02	1.78	0.53	0.50	0.08	0.13	0.12	0.06	0.04
NEW HAMPSHIRE	8.72	5.35	1.50	0.46	0.86	0.11	0.12	0.08	0.17	0.05
NEW JERSEY	12.51	6.32	4.08	0.38	1.06	0.10	0.45	0.04	0.04	0.03
NEW MEXICO	9.95	4.78	2.96	0.61	1.05	0.13	0.19	0.16	0.03	0.04
NEW YORK	8.79	5.29	0.84	0.64	1.44	0.11	0.27	0.06	0.10	0.04
NORTH CAROLINA	9.16	3.98	2.13	1.69	0.60	0.15	0.10	0.07	0.17	0.05
NORTH DAKOTA	8.88	4.23	2.92	1.06	0.34	0.13	0.00	0.08	0.05	0.05
OHIO	9.44	3.70	2.61	2.06	0.38	0.10	0.38	0.17	0.00	0.04
OKLAHOMA	9.75	4.62	2.67	1.81	0.24	0.10	0.19	0.05	0.02	0.04
OREGON	9.48	5.16	2.49	0.62	0.56	0.21	0.00	0.16	0.19	0.07
PENNSYLVANIA	9.46	4.02	2.70	1.60	0.89	0.14	0.00	0.06	0.00	0.06
PUERTO RICO	.	.	.	.	.	.	.	.	.	.
RHODE ISLAND	11.43	7.66	1.92	0.54	0.88	0.09	0.05	0.09	0.15	0.04
SOUTH CAROLINA	10.27	4.11	2.79	2.87	0.93	0.14	0.05	0.10	0.02	0.06
SOUTH DAKOTA	9.28	4.16	2.91	1.07	0.39	0.21	0.29	0.13	0.06	0.04
TENNESSEE	10.52	5.47	2.66	1.37	0.28	0.16	0.19	0.10	0.20	0.10
TEXAS	8.75	4.95	1.83	0.64	0.71	0.12	0.10	0.10	0.25	0.05
UTAH	9.42	4.20	1.80	0.70	2.16	0.14	0.24	0.06	0.00	0.05
VERMONT	11.99	5.22	3.60	1.60	0.91	0.19	0.14	0.13	0.15	0.05
VIRGINIA	9.51	4.88	2.35	1.16	0.76	0.11	0.09	0.06	0.05	0.05
WASHINGTON	8.26	4.31	1.58	0.84	0.53	0.18	0.22	0.12	0.43	0.03
WEST VIRGINIA	11.42	5.20	3.12	2.19	0.64	0.10	0.00	0.08	0.02	0.06
WISCONSIN	7.03	2.56	1.52	0.47	1.13	0.02	1.84	0.04	0.02	0.02
WYOMING	9.54	5.17	2.64	0.60	0.55	0.15	0.00	0.15	0.22	0.05
AMERICAN SAMOA	.	.	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.48	4.55	2.31	1.20	0.85	0.13	0.10	0.10	0.11	0.05
50 STATES, D.C. & P.R.	9.47	4.54	2.31	1.20	0.85	0.13	0.10	0.10	0.11	0.05

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX1A)

TABLE AA24

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B BY HANDICAPPING CONDITION BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1988-89

STATE	DEAF-BLIND
ALABAMA	0.00
ALASKA	0.00
ARIZONA	0.00
ARKANSAS	0.01
CALIFORNIA	0.00
COLORADO	0.01
CONNECTICUT	0.00
DELAWARE	0.02
DISTRICT OF COLUMBIA	0.01
FLORIDA	0.00
GEORGIA	0.00
HAWAII	0.00
IDAHO	0.00
ILLINOIS	0.00
INDIANA	0.00
IOWA	0.00
KANSAS	0.01
KENTUCKY	0.00
LOUISIANA	0.00
MAINE	0.00
MARYLAND	0.01
MASSACHUSETTS	0.02
MICHIGAN	0.00
MINNESOTA	0.00
MISSISSIPPI	0.00
MISSOURI	0.00
MONTANA	0.01
NEBRASKA	0.00
NEVADA	0.00
NEW HAMPSHIRE	0.00
NEW JERSEY	0.00
NEW MEXICO	0.01
NEW YORK	0.00
NORTH CAROLINA	0.00
NORTH DAKOTA	0.01
OHIO	0.00
OKLAHOMA	0.01
OREGON	0.00
PENNSYLVANIA	0.00
PUERTO RICO	.
RHODE ISLAND	0.00
SOUTH CAROLINA	0.00
SOUTH DAKOTA	0.02
TENNESSEE	0.00
TEXAS	0.00
UTAH	0.01
VERMONT	0.01
VIRGINIA	0.00
WASHINGTON	0.00
WEST VIRGINIA	0.00
WISCONSIN	0.00
WYOMING	0.00
AMERICAN SAMOA	.
GUAM	.
NORTHERN MARIANAS	.
TRUST TERRITORIES	.
VIRGIN ISLANDS	.
BUR. OF INDIAN AFFAIRS	.
U.S. AND INSULAR AREAS	0.00
50 STATES, D.C. & P.R.	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1988.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX1A)

TABLE AA25

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B
BY HANDICAPPING CONDITION
BASED ON ESTIMATED ENROLLMENT

DURING SCHOOL YEAR 1988-89

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED
ALABAMA	11.56	3.90	3.06	3.39	0.77	0.12	0.12	0.06	0.09	0.05
ALASKA	11.95	6.36	2.66	1.83	0.51	0.12	0.25	0.08	0.11	0.04
ARIZONA	8.40	4.78	1.94	0.64	0.55	0.15	0.18	0.07	0.06	0.04
ARKANSAS	8.98	4.82	1.49	2.24	0.07	0.12	0.12	0.03	0.05	0.04
CALIFORNIA	8.20	4.96	1.96	0.41	0.23	0.13	0.10	0.13	0.24	0.05
COLORADO	8.26	4.06	1.39	0.48	1.51	0.13	0.51	0.13	0.00	0.04
CONNECTICUT	11.75	6.35	1.94	0.68	2.30	0.12	0.17	0.05	0.07	0.08
DELAWARE	11.86	6.82	1.64	1.10	1.64	0.16	0.13	0.21	0.11	0.06
DISTRICT OF COLUMBIA	6.66	3.30	1.15	0.92	0.93	0.04	0.15	0.08	0.05	0.05
FLORIDA	10.75	4.58	3.34	1.26	1.23	0.06	0.00	0.11	0.13	0.04
GEORGIA	7.44	2.19	1.66	1.84	1.53	0.10	0.00	0.05	0.03	0.04
HAWAII	6.64	3.81	1.24	0.62	0.45	0.13	0.11	0.15	0.08	0.04
IDAHO	7.88	4.71	1.46	1.13	0.21	0.12	0.02	0.09	0.11	0.03
ILLINOIS	11.81	5.52	3.11	1.27	1.44	0.16	0.01	0.15	0.09	0.06
INDIANA	10.01	3.80	3.65	1.82	0.44	0.11	0.07	0.05	0.01	0.05
IOWA	10.17	4.53	1.94	1.93	1.31	0.14	0.10	0.18	0.00	0.03
KANSAS	8.85	3.71	2.54	1.18	0.99	0.13	0.11	0.09	0.05	0.05
KENTUCKY	10.03	3.21	3.34	2.60	0.43	0.12	0.15	0.06	0.04	0.07
LOUISIANA	7.34	2.96	2.28	1.10	0.45	0.14	0.09	0.11	0.16	0.05
MAINE	11.33	4.96	2.58	1.16	1.83	0.13	0.40	0.11	0.13	0.04
MARYLAND	11.29	5.79	3.49	0.65	0.54	0.17	0.35	0.09	0.13	0.09
MASSACHUSETTS	15.50	5.46	3.55	3.28	2.13	0.22	0.34	0.17	0.22	0.09
MICHIGAN	8.67	3.90	2.06	1.01	1.18	0.14	0.09	0.21	0.03	0.04
MINNESOTA	9.65	4.64	1.91	1.25	1.41	0.18	0.02	0.15	0.05	0.05
MISSISSIPPI	10.15	4.87	3.45	1.50	0.04	0.08	0.05	0.12	0.00	0.03
MISSOURI	11.36	5.34	3.09	1.65	0.96	0.10	0.05	0.08	0.05	0.03
MONTANA	8.72	4.83	2.27	0.64	0.39	0.13	0.18	0.06	0.11	0.10
NEBRASKA	10.15	4.40	2.78	1.39	0.87	0.16	0.13	0.22	0.13	0.06
NEVADA	7.86	4.77	1.70	0.51	0.48	0.07	0.13	0.11	0.06	0.04
NEW HAMPSHIRE	9.42	5.78	1.62	0.50	0.93	0.12	0.13	0.08	0.18	0.06
NEW JERSEY	13.93	7.03	4.55	0.42	1.18	0.11	0.51	0.05	0.04	0.04
NEW MEXICO	10.21	4.91	3.03	0.62	1.08	0.13	0.19	0.17	0.03	0.04
NEW YORK	9.67	5.81	0.92	0.70	1.58	0.12	0.30	0.07	0.11	0.05
NORTH CAROLINA	9.30	4.05	2.17	1.71	0.81	0.16	0.10	0.08	0.16	0.05
NORTH DAKOTA	8.94	4.26	2.94	1.07	0.34	0.13	0.00	0.08	0.05	0.05
OHIO	10.04	3.94	2.77	2.19	0.40	0.11	0.40	0.18	0.00	0.05
OKLAHOMA	9.65	4.58	2.64	1.79	0.24	0.10	0.19	0.05	0.02	0.04
OREGON	9.40	5.11	2.47	0.62	0.57	0.21	0.00	0.15	0.19	0.07
PENNSYLVANIA	10.86	4.61	3.09	1.84	1.02	0.16	0.00	0.07	0.00	0.07
PUERTO RICO	.	.	.	.	.	.	.	.	.	.
RHODE ISLAND	12.92	8.66	2.17	0.61	1.00	0.11	0.05	0.11	0.17	0.05
SOUTH CAROLINA	10.63	4.25	2.89	2.14	0.96	0.15	0.05	0.11	0.02	0.06
SOUTH DAKOTA	9.38	4.20	2.94	1.08	0.39	0.22	0.30	0.13	0.08	0.04
TENNESSEE	10.94	5.69	2.77	1.42	0.29	0.17	0.20	0.10	0.21	0.10
TEXAS	8.53	4.82	1.78	0.62	0.69	0.11	0.10	0.10	0.25	0.05
UTAH	9.14	4.07	1.75	0.68	2.09	0.13	0.23	0.06	0.08	0.05
VERMONT	11.65	5.07	3.49	1.58	0.88	0.18	0.13	0.13	0.14	0.05
VIRGINIA	9.22	4.73	2.28	1.12	0.74	0.11	0.08	0.06	0.05	0.05
WASHINGTON	8.06	4.21	1.55	0.82	0.52	0.18	0.21	0.11	0.42	0.03
WEST VIRGINIA	11.55	5.27	3.16	2.22	0.64	0.10	0.00	0.08	0.02	0.06
WISCONSIN	8.32	2.79	1.65	0.52	1.23	0.03	2.00	0.05	0.03	0.03
WYOMING	9.07	4.91	2.51	0.57	0.53	0.14	0.00	0.14	0.21	0.05
AMERICAN SAMOA	.	.	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.84	4.72	2.40	1.25	0.89	0.13	0.18	0.11	0.12	0.05
50 STATES, D.C. & P.R.	9.83	4.71	2.39	1.25	0.89	0.13	0.18	0.11	0.12	0.05

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1988-89 ENROLLMENT COUNTS FROM NCES: THESE ENROLLMENT COUNTS INCLUDE BOTH HANDICAPPED AND NON-HANDICAPPED INDIVIDUALS, AGES 5-17 YEARS OLD.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX1A)

TABLE AA25

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND EHA-B
BY HANDICAPPING CONDITION
BASED ON ESTIMATED ENROLLMENT

DURING SCHOOL YEAR 1988-89

STATE	DEAF-BLIND
ALABAMA	0.00
ALASKA	0.00
ARIZONA	0.00
ARKANSAS	0.01
CALIFORNIA	0.00
COLORADO	0.01
CONNECTICUT	0.00
DELAWARE	0.02
DISTRICT OF COLUMBIA	0.01
FLORIDA	0.00
GEORGIA	0.00
HAWAII	0.00
IDAHO	0.00
ILLINOIS	0.00
INDIANA	0.00
IOWA	0.01
KANSAS	0.01
KENTUCKY	0.00
LOUISIANA	0.00
MAINE	0.00
MARYLAND	0.01
MASSACHUSETTS	0.02
MICHIGAN	0.00
MINNESOTA	0.00
MISSISSIPPI	0.00
MISSOURI	0.01
MONTANA	0.01
NEBRASKA	0.00
NEVADA	0.00
NEW HAMPSHIRE	0.00
NEW JERSEY	0.00
NEW MEXICO	0.01
NEW YORK	0.00
NORTH CAROLINA	0.00
NORTH DAKOTA	0.01
OHIO	0.00
OKLAHOMA	0.01
OREGON	0.00
PENNSYLVANIA	0.00
PUERTO RICO	.
RHODE ISLAND	0.00
SOUTH CAROLINA	0.00
SOUTH DAKOTA	0.02
TENNESSEE	0.00
TEXAS	0.00
UTAH	0.01
VERMONT	0.01
VIRGINIA	0.00
WASHINGTON	0.00
WEST VIRGINIA	0.00
WISCONSIN	0.00
WYOMING	0.00
AMERICAN SAMOA	.
GUAM	.
NORTHERN MARIANAS	.
TRUST TERRITORIES	.
VIRGIN ISLANDS	.
BUR. OF INDIAN AFFAIRS	.
U.S. AND INSULAR AREAS	0.00
50 STATES, D.C. & P.R.	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1988-89 ENROLLMENT COUNTS FROM NCES: THESE ENROLLMENT COUNTS INCLUDE BOTH HANDICAPPED AND NON-HANDICAPPED INDIVIDUALS, AGES 6-17 YEARS OLD.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(CBRPPX1A)

TABLE AB1

NUMBER OF CHILDREN 3-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	6,669	44,947	24,690	1,327	52	.	130	454	301
ALASKA	4,819	3,254	1,536	70	2	21	30	45	6
ARIZONA	362	37,277	14,029	381	525	254	358	100	422
ARKANSAS	11,071	27,244	5,884	362	1,132	587	148	78	108
CALIFORNIA	118,251	162,548	124,577	11,496	5,019	0	.	506	.
COLORADO	12,877	26,016	9,513	1,099	383	304	380	229	393
CONNECTICUT	3,888	31,667	18,048	2,466	1,797	365	1,003	522	681
DELAWARE	3,771	5,188	2,025	1,545	11	36	60	68	153
DISTRICT OF COLUMBIA	1,422	1,098	3,137	819	306	18	218	76	67
FLORIDA	62,170	62,866	53,328	10,239	967	722	455	218	2,261
GEORGIA	1,007	67,378	21,571	1,280	176	1,028	90	157	32
HAWAII	4,906	4,531	2,749	155	23	54	39	27	37
IDAHO	7,016	7,033	3,565	794	0	0	45	35	426
ILLINOIS	66,389	77,400	73,968	10,971	5,170	1,560	1,107	463	1,407
INDIANA	41,154	30,460	28,978	4,710	0	710	147	46	60
IOWA	13,400	32,354	8,637	1,106	0	415	75	134	292
KANSAS	16,494	13,034	9,466	1,222	529	849	491	329	444
KENTUCKY	22,977	38,414	11,097	1,368	166	523	79	36	447
LOUISIANA	26,551	12,334	23,432	4,057	271	0	249	151	972
MAINE	14,347	8,189	3,740	404	504	125	292	143	527
MARYLAND	35,169	16,250	29,206	5,622	2,170	732	418	85	320
MASSACHUSETTS	82,318	19,971	26,110	2,895	4,172	760	735	73	940
MICHIGAN	67,714	34,767	42,620	13,219	0	682	320	574	631
MINNESOTA	9,895	47,691	12,391	2,069	.	1,307	.	17	191
MISSISSIPPI	18,043	22,981	13,035	570	7	19	27	33	160
MISSOURI	39,154	29,630	19,160	5,110	564	108	489	502	158
MONTANA	8,486	3,676	2,486	84	13	195	71	13	17
NEBRASKA	18,182	5,531	2,731	639	94	187	47	73	364
NEVADA	4,594	6,866	1,908	1,109	220	23	5	61	95
NEW HAMPSHIRE	9,129	3,247	3,319	14	664	35	250	13	86
NEW JERSEY	66,391	35,537	49,676	9,491	8,299	813	150	478	572
NEW MEXICO	15,895	6,769	4,912	36	36	322	0	56	20
NEW YORK	23,691	1[illegible],866	117,449	23,603	17,665	1,622	1,266	449	1,963
NORTH CAROLINA	48,166	38,021	17,206	2,922	314	1,216	446	270	553
NORTH DAKOTA	6,560	1,277	1,700	300	20	132	77	7	121
OHIO	69,991	45,373	56,637	13,947	11,415	419	0	518	1,939
OKLAHOMA	32,248	18,507	11,122	921	257	306	95	16	279
OREGON	26,336	11,674	3,145	407	266	0	40	65	137
PENNSYLVANIA	71,253	51,265	63,636	6,590	7,636	779	958	693	2,008
PUERTO RICO	4,551	16,437	11,407	1,713	886	190	89	260	2,600
RHODE ISLAND	10,099	2,692	5,479	202	504	0	220	101	174
SOUTH CAROLINA	23,801	31,591	15,365	2,131	6	817	43	249	136
SOUTH DAKOTA	1,235	10,797	1,630	33	21	256	335	0	89
TENNESSEE	34,773	42,006	16,460	2,525	500	852	32	142	1,080
TEXAS	9,881	239,439	36,293	9,020	510	347	165	1,555	10,268
UTAH	10,023	10,748	3,103	700	16	159	1	74	62
VERMONT	6,907	702	1,474	100	137	7	202	0	290
VIRGINIA	27,744	40,478	32,871	2,430	405	52	604	374	352
WASHINGTON	26,516	22,862	14,856	851	1,665	695	211	47	360
WEST VIRGINIA	19,147	15,677	9,170	725	13	350	6	93	144
WISCONSIN	23,265	29,280	21,464	1,901	4	532	8	240	136
WYOMING	1,899	3,526	1,138	100	1	90	42	.	9
AMERICAN SAMOA	107	54	13	72	0	0	0	0	2
GUAM	524	565	571	107	0	2	2	0	5
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,299,162	1,671,177	1,093,785	169,299	75,859	21,595	12,783	10,988	35,341
50 STATES, D.C. & P.R.	1,298,531	1,670,558	1,093,201	169,040	75,859	21,593	12,781	10,988	35,334

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN THE ENVIRONMENTS WHERE THEY RECEIVE THEIR EDUCATION.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB1

PERCENT OF CHILDREN 3-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	PERCENT REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	8.54	57.54	31.61	1.70	0.07	.	0.17	0.39
ALASKA	49.49	33.42	15.77	0.72	0.02	0.22	0.31	0.06
ARIZONA	0.68	69.54	26.17	0.71	0.98	0.47	0.67	0.79
ARKANSAS	23.83	58.64	12.49	0.78	2.44	1.26	0.32	0.23
CALIFORNIA	28.03	38.53	29.53	2.72	1.19	0.00	.	.
COLORADO	25.27	51.05	18.67	2.16	0.75	0.00	0.75	0.77
CONNECTICUT	6.49	52.85	30.12	4.12	3.00	0.61	1.67	1.14
DELAWARE	29.50	40.52	15.84	12.09	0.09	0.30	0.47	1.20
DISTRICT OF COLUMBIA	20.07	15.50	44.28	11.56	4.32	0.25	3.08	0.95
FLORIDA	32.21	32.57	27.63	5.30	0.50	0.37	0.24	1.17
GEORGIA	1.09	72.79	23.30	1.30	0.19	1.11	0.10	0.03
HAWAII	39.28	36.26	22.00	1.24	0.10	0.43	0.31	0.30
IDAHO	37.16	37.25	18.88	4.21	0.00	0.00	0.24	2.26
ILLINOIS	27.90	32.52	31.09	4.61	2.17	0.66	0.47	0.59
INDIANA	38.74	28.68	27.28	4.43	0.00	0.67	0.14	0.06
IOWA	23.81	57.49	15.35	1.97	0.00	0.74	0.13	0.52
KANSAS	38.78	30.65	22.26	2.87	1.24	2.00	1.15	1.04
KENTUCKY	30.61	51.17	14.78	1.82	0.22	0.70	0.11	0.60
LOUISIANA	39.12	18.17	34.53	5.98	0.40	0.00	0.37	1.43
MAINE	51.01	29.11	13.30	1.44	1.79	0.44	1.04	1.87
MARYLAND	39.13	18.08	32.49	6.25	2.41	0.81	0.47	0.36
MASSACHUSETTS	59.69	14.48	18.93	2.10	3.03	0.55	0.53	0.68
MICHIGAN	42.33	21.74	26.65	8.26	0.00	0.43	0.20	0.39
MINNESOTA	13.45	64.85	16.85	2.81	.	1.78	.	0.26
MISSISSIPPI	32.89	41.89	23.76	1.04	0.01	0.03	0.05	0.33
MISSOURI	41.47	31.38	20.32	5.41	0.62	0.11	0.51	0.17
MONTANA	56.47	24.46	16.54	0.56	0.09	1.30	0.47	0.11
NEBRASKA	65.46	19.91	9.83	2.30	0.34	0.67	0.17	1.31
NEVADA	30.83	46.08	12.81	7.98	1.48	0.15	0.03	0.64
NEW HAMPSHIRE	54.52	19.39	19.82	0.08	3.97	0.21	1.49	0.51
NEW JERSEY	38.84	20.79	29.06	5.55	4.86	0.48	0.09	0.33
NEW MEXICO	52.85	29.32	16.43	0.13	0.13	1.08	0.00	0.07
NEW YORK	7.97	36.94	39.49	7.94	6.01	0.55	0.43	0.67
NORTH CAROLINA	44.25	34.93	15.81	2.68	0.29	1.12	0.41	0.51
NORTH DAKOTA	69.83	10.39	14.49	2.44	0.16	1.07	0.63	0.98
OHIO	35.20	22.82	28.49	6.56	5.74	0.21	0.00	0.98
OKLAHOMA	50.60	29.04	17.45	1.45	0.40	0.48	0.15	0.44
OREGON	62.69	27.79	7.49	0.97	0.63	0.02	0.10	0.33
PENNSYLVANIA	34.57	24.87	30.87	4.17	3.71	0.38	0.46	0.97
PUERTO RICO	12.02	43.40	30.12	4.52	2.34	0.50	0.23	6.87
RHODE ISLAND	51.39	14.72	27.88	1.03	2.97	0.00	1.12	0.89
SOUTH CAROLINA	32.21	42.75	20.79	2.88	0.01	1.11	0.06	0.19
SOUTH DAKOTA	8.58	75.00	11.32	0.23	0.15	1.78	2.33	0.62
TENNESSEE	35.40	42.76	16.76	2.57	0.51	0.87	0.03	1.10
TEXAS	3.23	78.26	11.86	2.95	0.17	0.11	0.06	3.36
UTAH	40.39	43.31	12.51	2.82	0.07	0.64	0.00	0.25
VERMONT	75.36	5.94	12.47	0.85	1.16	0.06	1.71	2.45
VIRGINIA	26.44	38.57	31.32	2.32	0.39	0.05	0.58	0.34
WASHINGTON	40.72	32.64	21.21	1.22	2.41	0.99	0.30	0.51
WEST VIRGINIA	42.32	34.65	20.27	1.60	0.03	0.79	0.01	0.32
WISCONSIN	30.37	38.22	28.04	2.48	0.01	0.69	0.01	0.18
WYOMING	27.91	51.81	16.72	1.47	0.01	1.32	0.62	0.13
AMERICAN SAMOA	43.15	21.77	5.24	29.03	0.00	0.00	0.00	0.81
GUAM	20.23	30.44	30.77	10.06	0.00	0.11	0.11	0.27
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	29.67	38.16	24.98	3.87	1.73	0.49	0.29	0.81
50 STATES, D.C. & P.R.	29.67	38.17	24.98	3.86	1.73	0.49	0.29	0.81

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXHP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6,669	44,947	24,690	1,327	52	.	130	301
ALASKA	4,819	3,254	1,536	70	2	21	30	6
ARIZONA	277	35,910	12,693	310	316	244	350	383
ARKANSAS	9,035	26,882	5,673	329	475	554	140	70
CALIFORNIA	99,261	159,835	114,319	10,549	4,703	0	.	.
COLORADO	11,968	25,561	8,565	590	41	273	375	307
CONNECTICUT	3,438	30,325	15,060	2,213	1,631	364	992	648
DELAWARE	3,639	5,060	1,694	1,175	11	38	60	153
DISTRICT OF COLUMBIA	1,093	1,096	2,994	712	291	18	210	67
FLORIDA	50,490	61,000	50,110	9,469	166	710	450	1,999
GEORGIA	949	63,235	20,591	762	172	971	90	32
HAWAII	4,747	4,515	2,270	134	21	54	39	37
IDAHO	6,937	6,394	3,428	241	0	0	45	428
ILLINOIS	56,054	76,494	65,359	8,601	4,796	1,535	1,050	1,352
INDIANA	36,686	30,315	28,263	2,827	0	683	141	60
IOWA	10,680	32,262	6,485	1,106	0	397	75	184
KANSAS	14,625	12,841	8,728	848	0	801	409	92
KENTUCKY	18,850	36,345	10,821	1,177	183	491	79	373
LOUISIANA	24,534	12,246	21,465	3,566	217	0	230	393
MAINE	12,519	8,108	3,520	335	279	79	271	123
MARYLAND	32,095	15,428	28,558	4,616	1,662	714	417	205
MASSACHUSETTS	77,422	19,747	23,032	2,821	4,008	752	733	800
MICHIGAN	67,714	34,707	31,346	11,159	0	600	320	400
MINNESOTA	9,861	47,599	12,158	2,069	.	1,307	.	191
MISSISSIPPI	17,738	22,416	12,170	360	7	19	27	180
MISSOURI	39,154	29,630	19,186	5,110	584	168	400	158
MONTANA	7,529	3,572	2,165	24	11	180	71	15
NEBRASKA	18,182	5,531	2,731	639	94	187	47	364
NEVADA	4,233	6,847	1,801	695	3	23	5	94
NEW HAMPSHIRE	8,785	3,138	2,717	12	606	35	246	25
NEW JERSEY	58,593	35,256	45,925	8,566	7,663	620	138	552
NEW MEXICO	15,805	8,769	4,912	38	38	322	0	28
NEW YORK	21,431	109,510	113,869	28,829	9,804	1,494	1,223	1,943
NORTH CAROLINA	43,361	37,471	16,551	2,572	156	1,127	414	482
NORTH DAKOTA	8,097	1,229	1,378	124	12	116	71	39
OHIO	64,563	45,310	55,605	10,342	10,537	416	0	1,904
OKLAHOMA	28,856	18,062	9,989	593	237	284	73	226
OREGON	25,175	11,645	3,067	392	266	8	40	123
PENNSYLVANIA	65,006	50,186	61,592	7,059	3,792	745	930	326
PUERTO RICO	2,699	16,295	10,936	1,622	774	187	82	2,138
RHODE ISLAND	9,424	2,788	4,814	179	483	0	220	173
SOUTH CAROLINA	18,550	30,856	14,853	2,025	6	885	43	95
SOUTH DAKOTA	1,172	9,848	823	33	21	256	335	58
TENNESSEE	29,581	41,577	15,969	2,211	425	887	38	1,043
TEXAS	9,130	225,533	29,764	7,896	437	329	132	9,973
UTAH	10,023	10,748	3,183	698	18	159	1	62
VERMONT	8,483	691	1,158	86	74	7	186	31
VIRGINIA	24,052	38,490	28,496	1,969	393	52	604	143
WASHINGTON	26,225	21,634	11,828	628	284	639	192	284
WEST VIRGINIA	17,104	15,570	8,730	635	10	327	6	54
WISCONSIN	20,545	27,631	16,433	1,554	2	519	8	125
WYOMING	1,899	3,526	1,138	180	1	90	42	9
AMERICAN SAMOA	94	54	13	57	0	0	0	2
GUAM	480	520	527	145	0	2	2	5
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,176,402	1,628,499	1,006,415	144,201	55,764	20,529	12,306	29,246
50 STATES, D.C. & P.R.	1,175,828	1,627,925	1,005,875	143,999	55,764	20,527	12,306	29,239

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.54	57.54	31.61	1.70	0.07	.	0.17	0.39
ALASKA	49.49	33.42	15.77	0.72	0.02	0.22	0.31	0.06
ARIZONA	0.55	71.12	25.14	0.61	0.63	0.48	0.71	0.76
ARKANSAS	20.93	62.27	13.14	0.76	1.10	1.28	0.34	0.18
CALIFORNIA	25.53	41.12	29.41	2.71	1.23	0.00	.	.
COLORADO	25.10	53.61	17.90	1.24	0.09	0.57	0.79	0.64
CONNECTICUT	6.20	54.66	28.00	3.99	2.94	0.06	1.79	1.17
DELAWARE	30.76	42.77	14.32	9.93	0.09	0.32	0.51	1.29
DISTRICT OF COLUMBIA	16.84	16.89	46.14	10.97	4.48	0.28	3.36	1.03
FLORIDA	31.31	33.81	27.78	5.25	0.09	0.39	0.25	1.11
GEORGIA	1.09	72.85	23.72	0.88	0.20	1.12	0.10	0.04
HAWAII	40.17	38.21	19.21	1.13	0.18	0.46	0.33	0.31
IDAHO	39.71	36.60	19.62	1.38	0.00	0.00	0.28	2.44
ILLINOIS	26.04	35.54	30.37	4.00	2.23	0.71	0.49	0.63
INDIANA	37.07	30.63	28.56	2.86	0.00	0.69	0.14	0.06
IOWA	20.86	63.03	12.67	2.16	0.00	0.78	0.15	0.36
KANSAS	38.14	33.49	22.76	2.21	0.00	2.09	1.07	0.24
KENTUCKY	27.62	53.26	15.86	1.72	0.15	0.72	0.12	0.55
LOUISIANA	39.16	19.55	34.26	5.69	0.35	0.00	0.37	0.63
MAINE	49.58	32.14	13.97	1.33	1.11	0.31	1.07	0.49
MARYLAND	38.35	18.43	34.12	5.52	1.99	0.85	0.50	0.24
MASSACHUSETTS	59.83	15.26	17.80	2.18	3.16	0.58	0.57	0.62
MICHIGAN	46.26	23.75	21.42	7.62	0.00	0.45	0.22	0.27
MINNESOTA	13.47	65.04	16.61	2.83	.	1.79	.	0.26
MISSISSIPPI	33.52	42.36	23.00	0.68	0.01	0.04	0.05	0.34
MISSOURI	41.47	31.38	20.32	5.41	0.62	0.11	0.51	0.17
MONTANA	55.49	26.33	15.96	0.18	0.08	1.33	0.52	0.11
NEBRASKA	65.46	19.91	9.83	2.30	0.34	0.67	0.17	1.31
NEVADA	30.90	49.97	13.15	5.07	0.02	0.17	0.04	0.69
NEW HAMPSHIRE	56.44	20.16	17.46	0.08	3.89	0.22	1.58	0.16
NEW JERSEY	37.25	22.41	29.19	5.45	4.87	0.39	0.09	0.35
NEW MEXICO	52.85	29.32	16.43	0.13	0.13	1.06	0.00	0.07
NEW YORK	7.65	39.10	40.65	7.44	3.50	0.53	0.44	0.69
NORTH CAROLINA	42.46	36.69	16.21	2.52	0.15	1.10	0.41	0.47
NORTH DAKOTA	73.17	11.11	12.45	1.12	0.11	1.05	0.64	0.35
OHIO	34.22	24.01	29.47	5.48	5.58	0.22	0.00	1.01
OKLAHOMA	49.48	30.97	17.13	1.02	0.41	0.49	0.13	0.39
OREGON	61.83	28.60	7.53	0.96	0.65	0.02	0.10	0.30
PENNSYLVANIA	34.31	26.45	32.47	3.72	2.00	0.39	0.49	0.17
PUERTO RICO	7.77	46.91	31.49	4.67	2.23	0.54	0.24	6.16
RHODE ISLAND	52.12	15.42	26.62	0.99	2.67	0.00	1.22	0.96
SOUTH CAROLINA	27.59	45.89	22.09	3.01	0.01	1.20	0.06	0.14
SOUTH DAKOTA	9.35	78.55	6.56	0.26	0.17	2.04	2.67	0.40
TENNESSEE	32.28	45.37	17.43	2.41	0.46	0.88	0.03	1.14
TEXAS	3.22	79.64	10.51	2.79	0.15	0.12	0.05	3.52
UTAH	40.40	43.32	12.51	2.81	0.07	0.64	0.00	0.25
VERMONT	79.16	6.45	10.81	0.80	0.69	0.07	1.74	0.29
VIRGINIA	25.53	40.86	30.25	2.09	0.42	0.06	0.64	0.15
WASHINGTON	42.55	35.10	19.19	1.02	0.33	1.04	0.31	0.46
WEST VIRGINIA	40.31	36.69	20.57	1.50	0.02	0.77	0.01	0.13
WISCONSIN	30.75	41.35	24.59	2.33	0.00	0.78	0.01	0.19
WYOMING	27.91	51.81	16.72	1.47	0.01	1.32	0.62	0.13
AMERICAN SAMOA	42.73	24.55	5.91	25.91	0.00	0.00	0.00	0.91
GUAM	28.55	30.93	31.35	8.63	0.00	0.12	0.12	0.30
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	28.88	39.98	24.71	3.54	1.37	0.50	0.30	0.72
50 STATES, D.C. & P.R.	28.88	39.98	24.71	3.54	1.37	0.50	0.30	0.72

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXHP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

LEARNING DISABLED

STATE	NUMBER REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,003	25,315	1,458	2	0	.	0	9
ALASKA	3,009	2,400	720	2	0	1	17	5
ARIZONA	141	22,629	5,512	0	13	0	3	0
ARKANSAS	2,644	18,638	1,314	60	36	1	27	24
CALIFORNIA	5,440	154,147	65,273	6,021	769	0	.	.
COLORADO	3,406	18,267	1,462	12	0	5	11	9
CONNECTICUT	1,704	21,228	6,581	304	304	41	50	43
DELAWARE	1,645	3,651	1,078	240	5	0	1	6
DISTRICT OF COLUMBIA	20	1,003	1,709	164	117	0	5	0
FLORIDA	10,424	43,208	21,421	583	15	0	0	24
GEORGIA	317	17,203	7,724	57	21	65	11	0
HAWAII	2,455	3,919	837	0	2	2	0	0
IDAHO	5,105	4,464	23	165	0	0	0	140
ILLINOIS	3,495	66,875	29,473	407	156	7	26	21
INDIANA	1,154	26,577	8,782	24	0	0	0	3
IOWA	217	21,477	622	13	0	0	0	6
KANSAS	6,007	6,937	1,404	46	0	3	30	12
KENTUCKY	1,514	17,323	2,236	73	2	0	3	29
LOUISIANA	6,093	9,831	10,371	397	27	0	7	115
MAINE	5,030	4,841	569	24	6	1	0	6
MARYLAND	13,231	12,195	10,119	423	275	3	15	49
MASSACHUSETTS	27,331	6,970	8,139	996	1,443	265	259	282
MICHIGAN	26,140	25,314	12,634	761	0	6	20	27
MINNESOTA	5,125	27,564	2,758	124	.	92	.	11
MISSISSIPPI	4,448	15,280	5,888	29	0	0	0	28
MISSOURI	12,762	17,396	4,962	522	8	0	20	34
MONTANA	3,679	3,094	776	0	0	1	6	0
NEBRASKA	8,322	3,450	406	7	0	0	7	14
NEVADA	1,636	5,966	744	57	2	4	0	5
NEW HAMPSHIRE	5,706	2,319	1,473	0	120	4	49	6
NEW JERSEY	9,693	31,254	33,883	1,380	1,277	16	12	98
NEW MEXICO	7,848	4,956	716	0	22	0	0	0
NEW YORK	2,146	81,146	66,946	2,323	418	0	0	524
NORTH CAROLINA	17,491	22,276	3,441	22	2	0	1	68
NORTH DAKOTA	4,429	716	188	30	1	0	3	4
OHIO	22,415	38,501	10,449	45	1,753	0	0	27
OKLAHOMA	12,431	12,806	1,912	33	24	2	7	36
OREGON	13,836	9,235	1,074	17	85	0	6	39
PENNSYLVANIA	15,626	34,783	26,634	500	1,064	42	72	23
PUERTO RICO	621	7,518	960	128	86	6	3	48
RHODE ISLAND	6,294	2,365	3,257	64	48	0	53	15
SOUTH CAROLINA	1,492	19,795	4,385	103	3	0	1	9
SOUTH DAKOTA	683	4,951	70	4	0	6	4	1
TENNESSEE	5,580	31,688	5,983	171	14	2	2	32
TEXAS	4,657	143,939	9,401	1,000	7	196	1	306
UTAH	3,162	5,391	732	11	0	0	0	12
VERMONT	4,371	388	51	5	36	0	33	5
VIRGINIA	7,965	25,697	11,692	116	103	2	59	21
WASHINGTON	12,033	16,283	3,879	38	29	16	82	134
WEST VIRGINIA	5,401	11,392	2,189	0	0	0	0	11
WISCONSIN	6,628	14,013	2,305	23	0	1	0	11
WYOMING	386	2,434	508	1	0	0	5	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	266	260	229	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	336,537	1,131,182	415,263	17,519	8,293	801	925	2,317
50 STATES, D.C. & P.R.	336,271	1,130,922	415,034	17,519	8,293	801	925	2,317

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

LEARNING DISABLED

	PERCENT							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9.72	85.33	4.91	0.01	0.00	.	0.00	0.03
ALASKA	49.55	38.50	11.55	0.03	0.00	0.02	0.27	0.08
ARIZONA	0.50	79.97	19.48	0.00	0.05	0.00	0.01	0.00
ARKANSAS	11.63	81.95	5.78	0.26	0.16	0.00	0.12	0.11
CALIFORNIA	2.35	66.54	28.18	2.60	0.33	0.00	.	.
COLORADO	14.70	78.83	6.31	0.05	0.00	0.02	0.05	0.04
CONNECTICUT	5.63	70.15	21.75	1.00	1.00	0.14	0.19	0.14
DELAWARE	24.83	55.10	16.27	3.62	0.06	0.00	0.02	0.09
DISTRICT OF COLUMBIA	0.65	32.38	57.75	5.29	3.78	0.00	0.16	0.00
FLORIDA	13.77	57.10	28.31	0.77	0.02	0.00	0.00	0.03
GEORGIA	1.25	67.73	30.41	0.22	0.08	0.26	0.04	0.00
HAWAII	34.03	54.32	11.60	0.00	0.03	0.03	0.00	0.00
IDAHO	51.58	45.10	0.23	1.67	0.00	0.00	0.00	1.41
ILLINOIS	3.46	66.57	29.34	0.41	0.16	0.01	0.03	0.02
INDIANA	3.16	72.73	24.03	0.07	0.00	0.00	0.00	0.01
IOWA	0.97	96.16	2.78	0.06	0.00	0.00	0.00	0.03
KANSAS	41.60	48.04	9.72	0.32	0.00	0.02	0.21	0.08
KENTUCKY	7.15	81.79	10.56	0.34	0.01	0.00	0.01	0.14
LOUISIANA	22.70	36.63	38.64	1.48	0.10	0.00	0.03	0.43
MAINE	47.98	46.18	5.43	0.23	0.06	0.01	0.06	0.06
MARYLAND	29.86	27.52	40.89	0.95	0.62	0.01	0.03	0.11
MASSACHUSETTS	59.84	15.26	17.80	2.18	3.16	0.58	0.57	0.62
MICHIGAN	40.28	39.00	19.47	1.17	0.00	0.01	0.03	0.04
MINNESOTA	14.37	77.27	7.73	0.35	.	0.26	.	0.03
MISSISSIPPI	17.33	59.54	22.94	0.11	0.00	0.00	0.00	0.08
MISSOURI	35.74	48.72	13.90	1.46	0.02	0.00	0.06	0.10
MONTANA	48.69	40.95	10.27	0.00	0.00	0.01	0.08	0.00
NEBRASKA	68.18	28.26	3.33	0.06	0.00	0.00	0.06	0.11
NEVADA	19.44	70.91	8.84	0.68	0.02	0.05	0.00	0.06
NEW HAMPSHIRE	58.96	23.96	15.22	0.00	1.24	0.04	0.51	0.06
NEW JERSEY	12.49	40.27	43.66	1.76	1.65	0.02	0.02	0.13
NEW MEXICO	57.95	36.60	5.29	0.00	0.16	0.00	0.00	0.00
NEW YORK	1.40	52.86	43.61	1.51	0.27	0.00	0.00	0.34
NORTH CAROLINA	40.39	51.43	7.95	0.05	0.00	0.02	0.00	0.16
NORTH DAKOTA	83.80	13.43	2.04	0.57	0.02	0.00	0.06	0.08
OHIO	30.63	52.60	14.28	0.06	2.40	0.00	0.00	0.04
OKLAHOMA	45.62	46.99	7.02	0.12	0.09	0.01	0.03	0.13
OREGON	56.96	38.02	4.42	0.07	0.35	0.00	0.02	0.16
PENNSYLVANIA	19.86	44.12	33.86	0.64	1.35	0.05	0.09	0.03
PUERTO RICO	6.64	80.37	10.26	1.28	0.92	0.06	0.03	0.43
RHODE ISLAND	52.03	19.55	26.93	0.53	0.40	0.00	0.44	0.12
SOUTH CAROLINA	5.79	76.76	17.00	0.40	0.01	0.00	0.00	0.03
SOUTH DAKOTA	10.69	87.77	1.24	0.07	0.00	0.14	0.07	0.02
TENNESSEE	12.84	72.89	13.76	0.39	0.03	0.00	0.00	0.07
TEXAS	2.92	90.24	5.89	0.63	0.00	0.12	0.00	0.19
UTAH	33.97	57.92	7.86	0.12	0.00	0.00	0.00	0.13
VERMONT	89.40	7.94	1.04	0.10	0.74	0.00	0.67	0.10
VIRGINIA	17.45	56.29	25.61	0.25	0.23	0.00	0.13	0.05
WASHINGTON	37.03	50.11	11.94	0.12	0.09	0.05	0.25	0.41
WEST VIRGINIA	28.56	60.23	11.15	0.00	0.00	0.00	0.00	0.06
WISCONSIN	28.84	60.98	10.03	0.10	0.00	0.00	0.00	0.05
WYOMING	11.57	72.98	15.23	0.03	0.00	0.00	0.15	0.03
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	35.23	34.44	30.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17.59	59.14	21.71	0.92	0.43	0.04	0.05	0.12
50 STATES, D.C. & P.R.	17.59	59.15	21.71	0.92	0.43	0.04	0.05	0.12

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1987-88

SPEECH IMPAIRED

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	1,836	7,582	136	16	0	.	1	7
ALASKA	1,010	464	110	8	0	0	5	0
ARIZONA	49	9,980	301	8	2	0	0	0
ARKANSAS	5,633	1,050	80	7	2	0	0	2
CALIFORNIA	79,849	2,200	4,727	437	66	0	.	.
COLORADO	5,676	1,670	353	0	1	0	0	1
CONNECTICUT	475	4,449	2,579	42	28	4	5	4
DELAWARE	1,327	176	7	3	2	0	0	0
DISTRICT OF COLUMBIA	1,028	18	105	0	1	0	0	0
FLORIDA	44,494	8,259	874	14	1	0	0	3
GEORGIA	344	18,347	8	0	0	0	0	0
HAWAII	2,026	23	8	0	0	0	0	0
IDAHO	1,460	874	858	0	0	0	0	0
ILLINOIS	50,671	2,107	1,631	143	13	21	7	9
INDIANA	34,900	0	0	2	0	68	0	0
IOWA	9,473	145	20	1	0	0	0	0
KANSAS	7,174	4,333	82	10	0	1	119	6
KENTUCKY	15,721	6,847	131	48	80	0	0	2
LOUISIANA	16,661	276	825	13	3	0	0	2
MAINE	4,636	425	119	4	0	1	1	4
MARYLAND	17,373	2,183	3,698	228	84	125	4	24
MASSACHUSETTS	17,800	4,542	5,297	649	941	173	169	183
MICHIGAN	31,179	549	754	86	0	1	9	145
MINNESOTA	2,501	10,703	419	45	.	2	.	1
MISSISSIPPI	13,015	3,378	477	11	0	0	0	1
MISSOURI	22,890	4,172	1,184	242	0	2	26	6
MONTANA	3,312	53	28	0	0	0	0	8
NEBRASKA	7,009	84	51	33	10	0	0	33
NEVADA	2,400	63	113	0	0	0	0	0
NEW HAMPSHIRE	1,546	309	447	0	26	0	2	2
NEW JERSEY	47,585	468	1,532	76	401	0	0	1
NEW MEXICO	6,528	2,001	900	1	13	0	0	0
NEW YORK	16,052	2,843	4,723	400	35	0	2	21
NORTH CAROLINA	19,222	3,262	125	12	7	0	0	27
NORTH DAKOTA	3,194	122	51	36	1	3	1	12
OHIO	39,890	0	0	0	8,635	0	0	0
OKLAHOMA	14,962	955	16	8	2	1	0	2
OREGON	9,629	1,001	422	4	29	0	0	1
PENNSYLVANIA	45,463	6,174	266	463	36	9	55	16
PUERTO RICO	578	556	150	23	21	4	0	11
RHODE ISLAND	2,723	66	97	2	4	0	0	0
SOUTH CAROLINA	15,196	1,265	559	0	1	0	0	0
SOUTH DAKOTA	310	3,336	78	0	0	0	0	4
TENNESSEE	22,179	2,593	567	61	6	0	0	0
TEXAS	2,587	53,258	289	55	10	5	0	0
UTAH	4,550	1,842	82	0	0	0	0	0
VERMONT	2,663	180	64	11	15	0	10	5
VIRGINIA	14,181	8,145	285	0	5	0	0	0
WASHINGTON	10,834	74	12	1	3	0	80	3
WEST VIRGINIA	10,426	110	0	0	1	0	1	0
WISCONSIN	10,087	1,916	239	7	1	0	0	3
WYOMING	1,278	261	104	1	0	0	0	0
AMERICAN SAMOA	94	0	0	1	0	0	0	0
GUAM	87	49	8	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	784,226	185,744	35,991	3,212	10,486	420	497	549
50 STATES, D.C. & P.R.	784,045	185,695	35,983	3,211	10,486	420	497	549

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

SPEECH IMPAIRED

STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENT							
ALABAMA	19.17	79.16	1.42	0.17	0.00	.	0.01	0.07
ALASKA	63.32	29.09	6.90	0.38	0.00	0.00	0.31	0.00
ARIZONA	0.47	96.52	2.91	0.08	0.02	0.00	0.00	0.00
ARKANSAS	83.16	15.50	1.18	0.10	0.03	0.00	0.00	0.03
CALIFORNIA	91.49	2.52	5.42	0.50	0.06	0.00	.	.
COLORADO	73.71	21.68	4.58	0.00	0.01	0.00	0.00	0.01
CONNECTICUT	6.26	58.65	34.00	0.55	0.37	0.05	0.07	0.05
DELAWARE	87.59	11.62	0.46	0.20	0.13	0.00	0.00	0.00
DISTRICT OF COLUMBIA	89.86	0.87	9.18	0.00	0.09	0.00	0.00	0.00
FLORIDA	82.94	15.40	1.63	0.03	0.00	0.00	0.00	0.01
GEORGIA	1.84	98.09	0.04	0.00	0.03	0.00	0.00	0.00
HAWAII	98.49	1.12	0.39	0.00	0.00	0.00	0.00	0.00
IDAHO	45.74	27.38	26.88	0.00	0.00	0.00	0.00	0.00
ILLINOIS	92.80	3.86	2.99	0.26	0.02	0.04	0.01	0.02
INDIANA	99.80	0.00	0.00	0.01	0.00	0.19	0.00	0.00
IOWA	98.28	1.50	0.21	0.01	0.00	0.00	0.00	0.00
KANSAS	61.19	36.96	0.70	0.09	0.00	0.01	1.01	0.05
KENTUCKY	68.92	30.02	0.57	0.21	0.26	0.00	0.00	0.01
LOUISIANA	93.78	1.53	4.58	0.07	0.02	0.00	0.00	0.01
MAINE	89.22	8.18	2.29	0.08	0.12	0.02	0.02	0.00
MARYLAND	73.25	9.20	15.59	0.96	0.35	0.53	0.02	0.10
MASSACHUSETTS	59.83	15.26	17.80	2.18	3.16	0.58	0.57	0.61
MICHIGAN	95.28	1.68	2.30	0.26	0.00	0.00	0.03	0.44
MINNESOTA	18.83	77.70	3.04	0.33	.	0.01	.	0.01
MISSISSIPPI	77.09	20.01	2.83	0.07	0.00	0.00	0.00	0.01
MISSOURI	80.25	14.63	4.15	0.85	0.00	0.01	0.09	0.02
MONTANA	97.61	1.56	0.83	0.00	0.00	0.00	0.00	0.00
NEBRASKA	97.00	1.15	0.70	0.45	0.25	0.00	0.00	0.45
NEVADA	93.32	2.39	4.29	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.30	13.25	19.17	0.00	1.11	0.00	0.09	0.09
NEW JERSEY	95.07	0.92	3.86	0.15	0.00	0.00	0.00	0.00
NEW MEXICO	68.55	21.01	10.29	0.01	0.14	0.00	0.00	0.00
NEW YORK	66.51	11.78	19.57	1.91	0.15	0.00	0.01	0.09
NORTH CAROLINA	84.85	14.40	0.55	0.05	0.03	0.00	0.00	0.12
NORTH DAKOTA	93.34	3.57	1.49	1.11	0.03	0.09	0.03	0.35
OHIO	82.21	0.00	0.00	0.00	17.79	0.00	0.00	0.00
OKLAHOMA	93.83	5.99	0.10	0.05	0.01	0.01	0.00	0.01
OREGON	86.86	9.03	3.81	0.04	0.26	0.00	0.00	0.01
PENNSYLVANIA	86.73	11.78	0.51	0.77	0.07	0.02	0.10	0.03
PUERTO RICO	43.84	41.40	11.17	1.71	1.56	0.30	0.00	0.02
RHODE ISLAND	93.45	3.02	3.33	0.07	0.14	0.00	0.00	0.00
SOUTH CAROLINA	89.28	7.43	3.28	0.00	0.01	0.00	0.00	0.00
SOUTH DAKOTA	8.32	89.48	2.09	0.00	0.00	0.00	0.00	0.11
TENNESSEE	87.30	10.21	2.23	0.24	0.02	0.00	0.00	0.00
TEXAS	4.60	94.74	0.51	0.10	0.02	0.01	0.00	0.01
UTAH	70.28	28.45	1.27	0.00	0.00	0.00	0.00	0.00
VERMONT	90.33	6.11	2.17	0.37	0.51	0.00	0.34	0.17
VIRGINIA	62.93	36.14	0.91	0.00	0.02	0.00	0.00	0.00
WASHINGTON	98.43	0.67	0.11	0.01	0.03	0.00	0.73	0.03
WEST VIRGINIA	98.94	1.04	0.00	0.00	0.01	0.00	0.01	0.00
WISCONSIN	82.32	15.64	1.95	0.06	0.01	0.00	0.00	0.02
WYOMING	77.74	15.86	6.33	0.06	0.00	0.00	0.00	0.00
AMERICAN SAMOA	98.95	0.00	0.00	1.05	0.00	0.00	0.00	0.00
GUAM	60.42	34.03	5.56	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	74.83	19.74	3.82	0.34	1.11	0.04	0.05	0.06
50 STATES, D.C. & P.R.	74.83	19.74	3.82	0.34	1.11	0.04	0.05	0.06

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

MENTALLY RETARDED

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	597	7,785	20,355	940	34	.	3	33
ALASKA	149	107	254	7	2	0	0	0
ARIZONA	0	848	4,029	40	128	0	1	5
ARKANSAS	569	6,569	3,697	148	329	306	47	13
CALIFORNIA	682	464	22,061	2,038	294	0	.	.
COLORADO	51	582	2,761	84	37	6	7	3
CONNECTICUT	299	482	2,367	458	104	107	50	25
DELAWARE	34	429	237	449	0	0	19	9
DISTRICT OF COLUMBIA	23	56	664	271	56	9	4	0
FLORIDA	107	1,228	15,099	6,181	58	48	33	68
GEORGIA	150	15,158	7,309	314	69	315	35	5
HAWAII	22	301	747	39	13	29	0	5
IDAHO	47	622	2,034	35	0	0	0	0
ILLINOIS	118	1,100	18,844	3,431	1,615	300	598	16
INDIANA	26	2,079	15,738	1,946	0	36	49	26
IOWA	39	6,774	3,267	432	0	106	17	7
KANSAS	184	368	4,526	228	0	106	52	5
KENTUCKY	882	10,469	6,539	436	0	0	4	84
LOUISIANA	281	977	6,598	2,290	182	0	51	20
MAINE	430	1,235	1,584	53	48	1	51	2
MARYLAND	139	375	3,369	1,655	290	18	51	9
MASSACHUSETTS	10,414	4,186	4,882	598	867	159	156	170
MICHIGAN	1,076	2,577	10,183	6,232	0	7	6	63
MINNESOTA	215	3,332	6,233	760	.	136	.	16
MISSISSIPPI	155	3,299	5,103	251	6	2	6	55
MISSOURI	948	2,962	9,500	1,866	10	12	134	22
MONTANA	91	192	808	24	1	66	5	0
NEBRASKA	954	1,350	1,507	398	4	50	21	50
NEVADA	20	250	384	366	0	1	0	0
NEW HAMPSHIRE	357	101	382	1	134	0	19	2
NEW JERSEY	53	183	3,580	2,128	593	132	21	20
NEW MEXICO	73	784	1,201	14	0	76	0	4
NEW YORK	311	1,858	15,930	5,284	615	209	192	165
NORTH CAROLINA	1,977	8,801	8,372	1,749	97	64	337	87
NORTH DAKOTA	73	262	1,077	40	5	33	23	10
OHIO	855	5,953	36,675	6,465	111	31	0	42
OKLAHOMA	844	3,881	6,143	245	44	20	7	14
OREGON	171	578	782	147	5	0	1	3
PENNSYLVANIA	641	4,819	25,804	3,757	188	261	73	130
PUERTO RICO	508	7,084	8,146	1,199	341	62	35	382
RHODE ISLAND	7	23	792	1	169	0	24	6
SOUTH CAROLINA	732	6,036	7,141	1,388	0	358	1	25
SOUTH DAKOTA	36	975	427	8	10	35	87	0
TENNESSEE	351	5,292	7,479	735	264	230	5	24
TEXAS	59	9,920	10,871	3,406	79	119	21	341
UTAH	74	517	1,020	117	1	52	0	2
VERMONT	685	57	898	1	5	0	10	4
VIRGINIA	145	2,203	11,740	837	27	2	46	33
WASHINGTON	595	2,174	4,248	272	10	83	5	15
WEST VIRGINIA	273	2,834	5,183	540	2	92	1	16
WISCONSIN	183	1,432	3,051	439	0	14	1	5
WYOMING	6	418	317	80	0	72	7	0
AMERICAN SAMOA	0	54	0	47	0	0	0	0
GUAM	98	170	243	68	0	0	1	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	33,809	142,565	342,201	60,930	6,847	3,767	2,317	2,041
50 STATES, D.C. & P.R.	33,711	142,341	341,958	60,815	6,847	3,767	2,316	2,041

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

MENTALLY FETARDED

	PERCENT							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2.01	26.17	68.43	3.16	0.11	.	0.01	0.11
ALASKA	28.71	20.62	48.94	1.35	0.39	0.00	0.00	0.00
ARIZONA	0.00	16.79	79.77	0.79	2.53	0.00	0.02	0.10
ARKANSAS	4.87	56.25	31.66	1.27	2.82	2.62	0.40	0.11
CALIFORNIA	2.67	1.82	86.39	7.97	1.15	0.00	.	.
COLORADO	1.44	16.48	78.19	2.38	1.05	0.17	0.20	0.06
CONNECTICUT	7.68	12.38	60.82	11.77	2.67	2.75	1.28	0.64
DELAWARE	2.89	36.45	20.14	38.15	0.00	0.00	1.61	0.76
DISTRICT OF COLUMBIA	2.12	5.17	61.31	25.02	5.17	0.83	0.37	0.00
FLORIDA	0.47	5.38	66.16	27.06	0.25	0.21	0.14	0.30
GEORGIA	0.64	64.90	31.30	1.34	0.30	1.35	0.15	0.02
HAWAII	1.90	26.04	64.62	3.37	1.12	2.51	0.00	0.43
IDAHO	1.72	22.72	74.29	1.28	0.00	0.00	0.00	0.00
ILLINOIS	0.45	4.23	72.42	13.18	6.21	1.15	2.30	0.06
INDIANA	0.13	10.45	79.09	9.78	0.00	0.18	0.25	0.13
IOWA	0.37	63.65	30.78	4.06	0.00	1.00	0.16	0.07
KANSAS	3.36	6.73	82.73	4.17	0.00	1.97	0.95	0.09
KENTUCKY	4.79	56.85	35.51	2.37	0.00	0.00	0.02	0.46
LOUISIANA	2.70	9.40	63.45	22.02	1.75	0.00	0.49	0.19
MAINE	12.63	36.28	46.53	1.56	1.41	0.03	1.50	0.06
MARYLAND	2.35	6.35	57.04	28.02	4.91	0.30	0.86	0.15
MASSACHUSETTS	59.04	15.26	17.80	2.18	3.16	0.56	0.57	0.62
MICHIGAN	5.34	12.79	50.55	30.94	0.00	0.03	0.03	0.31
MINNESOTA	2.01	31.16	58.30	7.11	.	1.27	.	0.15
MISSISSIPPI	1.75	37.16	57.40	2.83	0.07	0.02	0.07	0.62
MISSOURI	6.13	19.17	61.47	12.07	0.06	0.08	0.87	0.14
MONTANA	7.67	16.10	68.07	2.02	0.06	5.56	0.42	0.00
NEBRASKA	22.01	31.15	34.77	9.18	0.09	1.15	0.48	1.15
NEVADA	1.96	24.49	37.61	35.85	0.00	0.10	0.00	0.00
NEW HAMPSHIRE	35.84	10.14	38.35	0.10	13.45	0.00	1.91	0.20
NEW JERSEY	0.79	2.73	53.42	31.63	8.85	1.97	0.31	0.30
NEW MEXICO	3.39	36.43	55.81	0.65	0.00	3.53	0.00	0.19
NEW YORK	1.27	7.56	64.85	21.51	2.50	0.85	0.78	0.67
NORTH CAROLINA	9.20	40.97	38.97	8.14	0.45	0.30	1.57	0.40
NORTH DAKOTA	4.79	17.20	70.72	2.63	0.33	2.17	1.51	0.66
OHIO	1.71	11.87	73.18	12.90	0.22	0.06	0.00	0.06
OKLAHOMA	7.54	34.66	54.86	2.19	0.39	0.18	0.06	0.13
OREGON	10.14	34.26	46.35	8.71	0.30	0.00	0.06	0.18
PENNSYLVANIA	1.80	13.61	72.33	10.53	0.53	0.73	0.20	0.36
PUERTO RICO	2.86	39.89	45.87	6.75	1.92	0.35	0.20	2.15
RHODE ISLAND	0.66	2.25	77.50	0.10	16.54	0.00	2.35	0.59
SOUTH CAROLINA	4.67	38.49	45.54	8.85	0.00	2.28	0.01	0.16
SOUTH DAKOTA	2.28	61.79	27.06	0.51	0.63	2.22	5.51	0.00
TENNESSEE	2.44	36.80	52.01	5.11	1.84	1.60	0.03	0.17
TEXAS	0.24	39.97	43.81	13.73	0.32	0.46	0.06	1.37
UTAH	4.15	29.00	57.21	6.56	0.06	2.92	0.00	0.11
VERMONT	41.27	3.43	54.10	0.06	0.30	0.00	0.60	0.24
VIRGINIA	0.96	14.65	78.09	5.57	0.18	0.01	0.31	0.22
WASHINGTON	8.04	29.37	57.39	3.67	0.14	1.12	0.07	0.20
WEST VIRGINIA	3.05	31.70	57.97	6.04	0.02	1.03	0.01	0.18
WISCONSIN	3.57	27.94	59.53	8.57	0.00	0.27	0.02	0.10
WYOMING	0.67	46.44	35.22	8.89	0.00	8.00	0.78	0.00
AMERICAN SAMOA	0.00	53.47	0.00	46.53	0.00	0.00	0.00	0.00
GUAM	16.90	29.31	41.90	11.72	0.00	0.00	0.17	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5.69	23.98	57.56	10.25	1.15	0.63	0.39	0.34
50 STATES, D.C. & P.R.	5.68	23.97	57.59	10.24	1.15	0.63	0.39	0.34

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1987-88

EMOTIONALLY DISTURBED

	NUMBER							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	744	3,519	1,289	118	11	.	122	9
ALASKA	231	148	145	43	0	19	7	1
ARIZONA	0	1,478	1,620	0	33	0	330	0
ARKANSAS	21	154	168	3	16	0	34	7
CALIFORNIA	490	573	6,286	580	3,124	0	.	.
COLORADO	1,918	3,786	2,129	197	2	19	348	252
CONNECTICUT	740	3,592	3,779	1,047	921	208	740	453
DELAWARE	507	709	311	183	1	1	15	25
DISTRICT OF COLUMBIA	0	18	376	85	29	0	188	67
FLORIDA	763	7,637	9,578	2,172	85	147	400	34
GEORGIA	185	11,131	4,868	211	9	208	48	0
HAWAII	79	135	232	0	1	13	39	18
IDAHO	93	156	197	0	0	0	45	0
ILLINOIS	833	5,359	11,766	3,650	2,751	793	350	50
INDIANA	271	1,003	2,447	278	0	159	56	19
IOWA	198	3,369	1,918	409	0	138	33	36
KANSAS	846	844	1,785	393	0	275	148	25
KENTUCKY	102	1,077	1,002	314	15	77	69	47
LOUISIANA	392	510	1,900	383	3	0	137	64
MAINE	1,634	1,177	764	200	154	7	177	38
MARYLAND	288	272	1,694	624	656	0	231	13
MASSACHUSETTS	10,607	2,705	3,156	306	560	103	101	110
MICHIGAN	6,532	5,222	5,269	1,848	0	441	285	67
MINNESOTA	1,177	4,513	2,181	1,023	.	993	.	150
MISSISSIPPI	0	99	115	4	0	0	15	4
MISSOURI	1,564	4,682	2,482	1,070	382	54	276	32
MONTANA	186	116	181	0	0	62	52	0
NEBRASKA	1,000	571	488	86	59	17	11	32
NEVADA	60	518	248	56	0	12	2	0
NEW HAMPSHIRE	676	285	250	3	284	29	117	9
NEW JERSEY	636	2,409	4,907	2,203	3,476	245	45	256
NEW MEXICO	913	725	1,271	12	0	73	0	4
NEW YORK	679	21,079	21,079	7,452	4,871	1,076	562	781
NORTH CAROLINA	2,394	2,054	2,969	371	22	286	2	177
NORTH DAKOTA	218	88	93	2	2	11	33	5
OHIO	235	386	2,991	2,891	16	141	0	191
OKLAHOMA	85	196	785	51	81	5	30	100
OREGON	641	518	661	68	138	3	29	28
PENNSYLVANIA	1,116	3,862	7,677	1,739	1,941	349	348	130
PUERTO RICO	140	235	529	57	5	9	5	105
RHODE ISLAND	253	228	545	9	185	0	126	14
SOUTH CAROLINA	394	3,228	1,969	388	2	95	39	49
SOUTH DAKOTA	33	212	87	9	8	64	114	7
TENNESSEE	249	712	937	133	13	199	22	31
TEXAS	673	11,105	4,450	1,403	73	8	55	4,620
UTAH	1,878	2,684	694	114	0	2	1	26
VERMONT	430	41	26	64	15	3	46	7
VIRGINIA	755	1,490	3,322	687	221	34	428	52
WASHINGTON	952	1,230	1,199	147	100	115	0	78
WEST VIRGINIA	539	657	1,145	56	1	33	4	13
WISCONSIN	1,663	4,295	3,260	245	0	68	5	30
WYOMING	40	209	108	7	0	2	25	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	4	15	16	5	0	2	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	47,036	123,010	129,444	33,487	20,186	6,649	6,287	8,271
50 STATES, D.C. & P.R.	47,032	122,995	129,428	33,482	20,186	6,647	6,287	8,271

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

EMOTIONALLY DISTURBED

STATE	PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	12.80	60.55	22.18	2.03	0.19	.	2.10	0.15
ALASKA	38.89	24.92	24.41	7.24	0.00	3.20	1.18	0.17
ARIZONA	0.00	42.57	46.92	0.00	0.90	0.00	9.06	0.00
ARKANSAS	5.21	38.21	41.69	0.74	3.97	0.00	8.44	1.74
CALIFORNIA	4.43	5.18	56.87	5.25	28.26	0.00	.	.
COLORADO	22.17	43.76	24.61	2.28	0.02	0.22	4.02	2.91
CONNECTICUT	6.45	31.29	32.92	9.12	8.92	1.81	6.45	3.95
DELAWARE	28.94	40.47	17.75	10.45	0.06	0.00	0.00	1.43
DISTRICT OF COLUMBIA	0.00	2.36	49.28	11.14	3.00	0.00	24.04	8.70
FLORIDA	3.67	36.69	46.01	10.43	0.41	0.71	1.92	0.10
GEORGIA	0.63	66.84	29.35	1.27	0.05	1.61	0.24	0.00
HAWAII	15.28	26.11	44.87	0.00	0.19	2.51	7.54	3.40
IDAHO	18.94	31.77	40.12	0.00	0.00	0.00	9.18	0.00
ILLINOIS	3.26	20.97	46.05	14.28	10.77	3.10	1.37	0.20
INDIANA	6.42	23.75	57.93	6.56	0.00	3.00	1.33	0.40
IOWA	3.25	55.22	31.44	6.70	0.00	2.20	0.54	0.50
KANSAS	19.60	19.56	41.36	9.11	0.00	6.37	3.43	0.08
KENTUCKY	3.77	39.84	37.07	11.62	0.55	2.05	2.90	1.74
LOUISIANA	11.30	14.70	57.06	11.04	0.99	0.00	3.90	1.04
MAINE	39.36	28.35	18.41	4.82	3.71	0.17	4.20	0.57
MARYLAND	7.62	7.20	44.84	16.52	17.36	0.00	6.11	0.34
MASSACHUSETTS	59.83	15.26	17.80	2.18	3.16	0.58	0.97	0.02
MICHIGAN	33.22	26.56	26.80	9.40	0.00	2.24	1.40	0.34
MINNESOTA	11.73	44.96	21.73	10.19	.	9.89	.	1.49
MISSISSIPPI	3.27	40.41	46.94	1.63	0.00	0.00	6.12	1.63
MISSOURI	14.82	44.38	23.53	10.22	3.62	0.51	2.62	0.38
MONTANA	31.05	19.70	30.22	0.00	0.00	10.35	8.68	0.00
NEBRASKA	45.61	24.57	21.00	3.70	2.54	0.73	0.47	1.30
NEVADA	6.70	57.81	27.68	6.25	0.00	1.34	0.22	0.00
NEW HAMPSHIRE	42.90	18.12	15.89	0.19	12.97	1.84	7.44	0.07
NEW JERSEY	4.49	16.99	34.61	15.54	24.52	1.73	0.32	1.81
NEW MEXICO	30.45	24.18	42.39	0.40	0.00	2.43	0.00	0.13
NEW YORK	1.10	36.61	36.61	12.94	8.46	1.07	0.90	1.36
NORTH CAROLINA	28.93	24.82	35.88	4.48	0.27	3.46	0.02	2.14
NORTH DAKOTA	48.23	19.47	20.58	0.44	0.44	2.43	7.30	1.11
OHIO	3.43	5.63	43.66	42.20	0.23	2.06	0.00	2.79
OKLAHOMA	0.30	14.70	56.89	3.83	6.08	0.38	2.25	7.50
OREGON	30.73	24.63	31.69	3.26	6.62	0.14	1.39	1.34
PENNSYLVANIA	6.60	22.50	44.73	10.13	11.31	2.03	2.03	0.70
PUERTO RICO	12.90	21.66	48.76	5.25	0.46	0.83	0.46	9.08
RHODE ISLAND	10.60	16.76	40.07	0.66	13.60	0.00	9.20	1.03
SOUTH CAROLINA	6.30	52.37	31.94	0.29	0.03	1.54	0.63	0.79
SOUTH DAKOTA	6.10	39.70	16.29	1.69	1.50	11.99	21.35	1.31
TENNESSEE	10.84	31.01	40.81	5.79	0.57	8.67	0.96	1.35
TEXAS	3.01	49.60	19.80	6.27	0.33	0.04	0.25	20.64
UTAH	34.70	49.71	12.85	2.11	0.00	0.04	0.02	0.48
VERMONT	60.04	6.49	4.11	10.13	2.37	0.47	7.20	1.11
VIRGINIA	10.80	21.32	47.63	9.63	3.16	0.49	6.12	0.74
WASHINGTON	24.91	32.19	31.38	3.85	2.62	3.01	0.00	2.04
WEST VIRGINIA	21.73	26.94	46.95	2.30	0.04	1.35	0.16	0.53
WISCONSIN	17.30	44.90	34.06	2.56	0.00	0.71	0.05	0.31
WYOMING	10.10	52.70	27.27	1.77	0.00	0.51	6.31	1.26
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	9.52	35.71	38.10	11.90	0.00	4.76	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	12.56	32.86	34.58	8.94	5.39	1.78	1.68	2.21
50 STATES, D.C. & P.R.	12.56	32.86	34.58	8.94	5.39	1.78	1.68	2.21

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

HARD OF HEARING AND DEAF

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	132	291	294	0	3	.	0	0
ALASKA	79	48	44	1	0	1	0	0
ARIZONA	15	469	83	183	0	159	0	0
ARKANSAS	75	198	62	63	4	133	1	0
CALIFORNIA	1,503	314	4,082	378	42	0	.	.
COLORADO	244	221	194	3	0	75	0	0
CONNECTICUT	44	191	39	77	111	4	36	2
DELAWARE	34	46	29	54	1	26	1	0
DISTRICT OF COLUMBIA	21	6	21	0	0	0	0	0
FLORIDA	102	158	1,275	77	0	398	0	2
GEORGIA	11	521	332	112	56	217	2	0
HAWAII	37	61	181	19	1	3	0	1
IDAHO	108	129	50	0	0	0	0	9
ILLINOIS	403	498	1,619	88	10	224	7	1
INDIANA	66	266	397	129	0	254	1	1
IOWA	265	193	189	3	0	65	1	1
KANSAS	112	139	322	8	0	130	10	1
KENTUCKY	123	178	199	41	4	289	3	1
LOUISIANA	283	188	502	31	0	0	3	5
MAINE	142	66	30	12	2	62	1	0
MARYLAND	392	198	353	43	8	274	3	0
MASSACHUSETTS	1,083	277	322	39	57	11	10	11
MICHIGAN	806	381	847	179	0	138	0	2
MINNESOTA	305	510	238	34	.	21	.	1
MISSISSIPPI	35	141	133	3	1	13	1	0
MISSOURI	324	198	646	240	8	22	8	0
MONTANA	54	34	48	0	0	7	5	0
NEBRASKA	259	20	84	14	11	43	0	11
NEVADA	9	16	106	0	1	1	1	0
NEW HAMPSHIRE	133	26	38	0	6	0	14	0
NEW JERSEY	66	258	381	524	82	0	1	5
NEW MEXICO	155	59	182	3	1	78	0	0
NEW YORK	600	646	805	363	1,123	95	113	12
NORTH CAROLINA	668	355	321	23	0	487	0	3
NORTH DAKOTA	49	28	22	1	1	43	0	0
OHIO	396	216	1,194	170	7	128	0	3
OKLAHOMA	191	105	299	40	4	122	2	1
OREGON	143	47	6	5	3	3	3	0
PENNSYLVANIA	1,405	399	606	28	294	9	212	0
PUERTO RICO	171	387	446	57	138	2	14	32
RHODE ISLAND	27	21	11	101	1	0	1	0
SOUTH CAROLINA	353	179	289	7	0	132	0	0
SOUTH DAKOTA	129	93	1	4	0	82	1	0
TENNESSEE	442	324	156	140	66	192	1	1
TEXAS	170	1,843	1,255	507	62	1	1	22
UTAH	174	124	225	0	0	31	0	0
VERMONT	100	6	1	2	2	0	67	0
VIRGINIA	397	159	406	18	4	0	1	2
WASHINGTON	487	439	383	11	27	180	5	1
WEST VIRGINIA	103	64	105	0	0	109	0	0
WISCONSIN	102	25	55	10	0	1	0	0
WYOMING	82	47	15	2	0	5	3	0
AMERICAN SAMOA	0	0	13	0	0	0	0	0
GUAM	3	6	12	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13,612	11,630	19,618	3,854	2,141	4,236	533	131
50 STATES, D.C. & P.R.	13,609	11,622	19,593	3,854	2,141	4,236	533	131

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

HARD OF HEARING AND DEAF

STATE	PERCENT REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	18.11	39.92	40.33	1.23	0.41	.	0.00	0.00
ALASKA	45.66	27.75	25.43	0.56	0.00	0.56	0.00	0.00
ARIZONA	1.65	51.60	9.13	20.13	0.00	17.49	0.00	0.00
ARKANSAS	14.20	35.98	11.74	11.93	0.76	25.19	0.19	0.00
CALIFORNIA	23.79	4.97	64.60	5.90	0.66	0.00	.	.
COLORADO	33.11	29.99	26.32	0.41	0.00	10.18	0.00	0.00
CONNECTICUT	8.73	37.90	7.74	15.28	22.02	0.79	7.14	0.40
DELAWARE	17.80	24.08	15.18	28.27	0.52	13.61	0.52	0.00
DISTRICT OF COLUMBIA	43.75	12.50	43.75	0.00	0.00	0.00	0.00	0.00
FLORIDA	5.07	7.85	63.37	3.83	0.00	19.70	0.00	0.10
GEORGIA	0.88	41.58	26.50	8.94	4.63	17.32	0.16	0.00
HAWAII	16.59	27.35	45.29	8.52	0.45	1.35	0.00	0.45
IDAHO	36.49	43.58	16.89	0.00	0.00	0.00	0.00	3.04
ILLINOIS	14.14	17.47	56.81	3.09	0.35	7.86	0.25	0.04
INDIANA	5.92	23.88	35.64	11.58	0.00	22.00	0.09	0.09
IOWA	36.96	26.92	26.36	0.42	0.00	9.07	0.14	0.14
KANSAS	15.56	19.31	44.72	0.83	0.00	18.06	1.39	0.14
KENTUCKY	14.71	21.85	23.88	4.90	0.48	34.57	0.36	0.12
LOUISIANA	28.02	18.42	49.78	3.07	0.00	0.00	0.30	0.50
MAINE	45.08	20.95	9.52	3.81	0.63	19.66	0.32	0.00
MARYLAND	33.25	8.99	29.94	3.65	0.66	23.24	0.25	0.00
MASSACHUSETTS	59.83	15.30	17.79	2.15	3.15	0.61	0.55	0.61
MICHIGAN	35.89	15.79	35.18	7.42	0.00	5.72	0.00	0.00
MINNESOTA	27.50	45.99	21.46	3.07	.	1.09	.	0.09
MISSISSIPPI	10.70	43.12	40.67	0.92	0.31	3.96	0.31	0.00
MISSOURI	22.44	13.71	44.74	16.62	0.42	1.52	0.55	0.00
MONTANA	36.49	22.97	32.43	0.00	0.00	4.73	3.30	0.00
NEBRASKA	58.60	4.52	19.00	3.17	2.49	9.73	0.00	2.49
NEVADA	6.72	11.94	79.10	0.00	0.75	0.75	0.75	0.00
NEW HAMPSHIRE	61.29	11.99	17.51	0.00	2.76	0.00	0.45	0.00
NEW JERSEY	5.01	19.49	28.93	39.79	0.23	0.00	0.00	0.30
NEW MEXICO	38.94	14.62	25.63	0.75	0.25	19.00	0.00	0.00
NEW YORK	15.97	17.19	21.43	9.66	29.09	2.53	3.01	0.32
NORTH CAROLINA	36.65	18.91	17.10	1.23	0.00	25.95	0.00	0.16
NORTH DAKOTA	34.03	19.44	15.28	0.69	0.69	29.06	0.00	0.00
OHIO	18.73	10.22	56.40	0.04	0.33	0.05	0.00	0.14
OKLAHOMA	28.34	15.58	31.01	5.93	0.59	10.10	0.30	0.15
OREGON	68.10	22.38	2.86	2.38	1.43	1.43	1.43	0.00
PENNSYLVANIA	47.58	13.51	20.52	0.95	9.96	0.39	7.18	0.00
PUERTO RICO	14.65	26.31	38.22	4.88	11.63	0.17	1.29	2.74
RHODE ISLAND	16.67	12.96	6.79	62.35	0.62	0.00	0.62	0.00
SOUTH CAROLINA	36.77	18.65	30.10	0.73	0.00	13.75	0.00	0.00
SOUTH DAKOTA	44.48	32.07	0.34	1.36	0.00	21.38	0.34	0.00
TENNESSEE	33.59	24.62	11.85	10.64	4.56	14.59	0.00	0.06
TEXAS	4.40	47.73	32.50	13.13	1.61	0.03	0.03	0.57
UTAH	31.41	22.38	40.61	0.00	0.00	5.60	0.00	0.00
VERMONT	56.18	3.37	0.56	1.12	1.12	0.00	37.64	0.00
VIRGINIA	39.98	16.01	40.69	1.81	0.40	0.60	0.19	0.20
WASHINGTON	30.08	32.45	22.39	0.81	2.00	11.83	0.37	0.07
WEST VIRGINIA	26.61	16.54	27.13	0.00	1.55	28.17	0.00	0.00
WISCONSIN	52.85	12.95	28.50	5.18	0.00	0.52	0.00	0.00
WYOMING	53.25	30.52	9.74	1.30	0.00	3.25	1.95	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	13.04	34.78	52.17	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	24.41	20.86	35.19	6.91	3.84	7.60	0.96	0.23
50 STATES, D.C. & P.R.	24.42	20.86	35.16	6.92	3.84	7.60	0.96	0.24

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXHP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

MULTIHANDICAPPED

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	11	26	838	263	3	.	0	42
ALASKA	135	32	294	0	0	0	1	0
ARIZONA	0	109	874	67	121	11	24	16
ARKANSAS	17	93	247	41	74	21	24	8
CALIFORNIA	146	82	4,593	424	331	0	.	.
COLORADO	162	715	1,503	273	1	119	0	11
CONNECTICUT	34	70	335	197	94	0	53	10
DELAWARE	5	9	18	5	0	0	22	0
DISTRICT OF COLUMBIA	0	0	17	59	65	0	13	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	2	0	155	17	1	0	0	10
IDAHO	0	0	0	0	0	0	0	70
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	539	206	0	62	32	11
IOWA	3	0	328	248	0	3	23	5
KANSAS	1	1	426	126	0	209	9	1
KENTUCKY	17	49	575	214	18	0	0	23
LOUISIANA	28	11	353	207	2	0	23	21
MAINE	144	220	415	38	61	2	31	9
MARYLAND	98	88	732	1,458	279	49	89	23
MASSACHUSETTS	1,703	434	507	63	89	17	16	17
MICHIGAN	0	0	150	1,319	0	47	9	27
MINNESOTA	0	0	0	0	.	0	.	0
MISSISSIPPI	0	5	153	44	0	0	3	14
MISSOURI	26	44	146	486	178	6	0	4
MONTANA	18	21	185	0	9	31	0	0
NEBRASKA	100	16	128	64	2	14	0	28
NEVADA	8	19	88	201	0	0	1	1
NEW HAMPSHIRE	62	19	41	8	90	2	32	3
NEW JERSEY	144	322	1,422	1,955	1,632	162	56	60
NEW MEXICO	17	73	440	0	1	42	0	5
NEW YORK	199	518	2,989	2,997	1,830	28	293	248
NORTH CAROLINA	77	113	567	166	22	194	73	13
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	15	46	2,883	476	5	0	0	40
OKLAHOMA	35	45	778	174	76	44	25	53
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	59	88	423	72	41	65	13	1,221
RHODE ISLAND	1	2	35	0	36	0	2	2
SOUTH CAROLINA	0	31	169	27	0	150	0	1
SOUTH DAKOTA	10	159	149	6	3	48	45	5
TENNESSEE	32	130	422	697	9	34	0	27
TEXAS	7	307	1,450	1,109	147	0	0	250
UTAH	8	23	230	445	17	36	0	21
VERMONT	12	4	105	3	0	4	5	5
VIRGINIA	59	119	616	156	23	7	38	11
WASHINGTON	53	114	1,106	79	15	213	0	10
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,419	5,848	7,391	809	1	391	2	40
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	4	0	0	0	1
GUAM	0	3	11	69	0	0	1	3
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,867	10,081	34,743	15,383	5,278	2,025	982	2,370
50 STATES, D.C. & P.R.	4,867	10,078	34,732	15,310	5,278	2,025	981	2,366

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

MULTIHANDICAPPED

STATE	PERCENT REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.98	2.32	74.62	18.08	0.27	.	0.00	3.74
ALASKA	35.43	8.46	53.54	2.36	0.00	0.00	0.26	0.00
ARIZONA	0.00	8.92	71.52	5.48	9.90	0.90	1.96	1.31
ARKANSAS	3.24	17.71	47.05	7.81	14.10	4.00	4.57	1.52
CALIFORNIA	2.62	1.47	82.37	7.60	5.94	0.00	.	.
COLORADO	5.00	25.60	53.81	9.77	0.84	4.26	0.32	0.39
CONNECTICUT	4.29	8.63	42.24	24.84	11.85	0.00	6.88	1.26
DELAWARE	8.47	15.25	30.51	8.47	0.00	0.00	37.29	0.00
DISTRICT OF COLUMBIA	0.00	0.00	10.49	36.42	48.12	4.94	0.02	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.05	0.00	81.15	8.90	0.52	3.14	0.00	5.24
IDAHO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	57.83	30.90	0.00	6.65	3.43	1.18
IOWA	0.50	0.00	54.49	39.87	0.00	0.50	3.82	0.83
KANSAS	0.13	0.13	55.11	16.30	0.00	27.04	1.16	0.13
KENTUCKY	1.90	5.47	64.17	23.88	2.01	0.00	0.00	2.57
LOUISIANA	3.86	1.52	48.69	39.59	0.28	0.00	3.17	2.90
MAINE	15.65	23.91	45.11	4.13	6.63	0.22	3.37	0.98
MARYLAND	3.48	3.13	25.99	51.78	9.91	1.74	3.16	0.82
MASSACHUSETTS	59.84	15.25	17.81	2.21	3.13	0.60	0.56	0.60
MICHIGAN	0.00	0.00	10.19	85.04	0.00	3.03	0.00	1.74
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	2.28	69.86	20.09	0.00	0.00	1.37	6.39
MISSOURI	2.89	4.89	16.22	54.22	19.78	0.67	0.89	0.44
MONTANA	6.82	7.95	70.08	0.00	3.41	11.74	0.00	0.00
NEBRASKA	27.78	4.44	35.56	17.78	0.56	3.89	2.22	7.78
NEVADA	2.52	5.97	27.67	63.21	0.00	0.00	0.31	0.31
NEW HAMPSHIRE	25.00	4.03	16.53	3.23	36.29	0.81	12.90	1.21
NEW JERSEY	2.50	5.60	24.72	33.98	28.37	2.82	0.97	1.04
NEW MEXICO	2.91	12.50	75.34	1.03	0.17	7.19	0.00	0.86
NEW YORK	2.19	5.61	32.87	32.96	20.12	0.31	3.22	2.73
NORTH CAROLINA	6.29	9.22	46.29	13.55	1.00	15.84	5.96	1.86
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.43	1.33	83.20	13.74	0.14	0.00	0.00	1.15
OKLAHOMA	2.05	3.66	63.25	14.15	6.18	3.58	2.83	4.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	2.98	4.44	21.34	3.63	2.07	3.28	0.66	61.60
RHODE ISLAND	1.25	2.50	43.75	0.00	47.50	0.00	2.50	2.50
SOUTH CAROLINA	0.00	8.20	44.71	7.14	0.00	39.68	0.00	0.26
SOUTH DAKOTA	2.40	38.22	33.65	1.44	0.72	11.54	10.82	1.20
TENNESSEE	2.37	9.62	31.24	51.59	0.67	2.52	0.00	2.00
TEXAS	0.21	11.79	43.05	32.93	4.36	0.00	0.24	7.42
UTAH	1.02	2.92	30.20	56.47	2.16	4.57	0.00	2.66
VERMONT	8.70	2.90	76.09	2.17	0.00	2.90	3.62	3.62
VIRGINIA	5.73	11.56	59.86	15.16	2.24	0.68	3.69	1.07
WASHINGTON	3.33	7.17	69.56	4.97	0.94	13.40	0.00	0.63
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	8.92	36.78	46.48	5.09	0.01	2.46	0.01	0.25
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	80.00	0.00	0.00	0.00	20.00
GUAM	0.00	3.45	12.64	79.31	0.00	0.00	1.15	3.45
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6.43	13.31	45.88	20.31	6.97	2.67	1.30	3.13
50 STATES, D.C. & P.R.	6.43	13.32	45.92	20.24	6.98	2.68	1.30	3.13

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXMP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ORTHOPEDICALLY IMPAIRED

	NUMBER							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	149	155	150	10	1	.	1	40
ALASKA	45	26	14	1	0	0	0	0
ARIZONA	70	183	230	8	19	1	0	0
ARKANSAS	29	49	27	4	11	1	15	4
CALIFORNIA	2,048	472	3,733	344	19	0	.	.
COLORADO	340	242	122	3	0	0	0	28
CONNECTICUT	33	79	52	11	15	0	1	11
DELAWARE	14	28	5	74	0	0	1	61
DISTRICT OF COLUMBIA	1	1	0	68	1	0	0	0
FLORIDA	336	285	1,474	239	2	0	0	11
GEORGIA	10	474	197	2	1	7	2	4
HAWAII	74	67	163	44	0	0	0	2
IDAHO	59	84	140	12	0	0	0	26
ILLINOIS	269	227	1,228	675	116	64	43	281
INDIANA	165	124	295	20	0	0	0	0
IOWA	487	268	129	8	0	4	1	127
KANSAS	172	96	60	29	0	0	36	11
KENTUCKY	171	89	184	0	1	0	0	35
LOUISIANA	234	152	298	93	0	0	1	10
MAINE	259	52	14	1	1	1	1	4
MARYLAND	161	47	268	57	14	0	1	10
MASSACHUSETTS	851	217	253	31	45	8	0	10
MICHIGAN	1,511	607	1,052	283	0	1	0	64
MINNESOTA	211	629	179	32	.	30	.	1
MISSISSIPPI	57	149	260	15	0	0	2	85
MISSOURI	284	68	150	540	0	0	0	4
MONTANA	81	18	101	0	1	5	0	3
NEBRASKA	356	32	51	20	0	0	0	183
NEVADA	0	2	0	0	0	5	0	88
NEW HAMPSHIRE	79	36	20	0	2	0	0	0
NEW JERSEY	41	159	69	241	146	1	1	17
NEW MEXICO	172	112	172	1	0	0	0	3
NEW YORK	670	321	321	494	543	0	0	72
NORTH CAROLINA	464	113	181	111	3	0	0	33
NORTH DAKOTA	51	6	10	8	2	2	0	2
OHIO	397	137	1,079	265	5	0	9	1,599
OKLAHOMA	158	20	80	8	0	1	0	4
OREGON	370	98	41	83	1	0	0	10
PENNSYLVANIA	142	63	460	604	133	73	22	24
PUERTO RICO	178	181	46	9	109	2	0	84
RHODE ISLAND	47	31	37	0	25	0	1	1
SOUTH CAROLINA	152	224	227	80	0	0	2	10
SOUTH DAKOTA	28	65	8	0	0	0	67	7
TENNESSEE	222	234	121	180	34	0	0	94
TEXAS	325	1,419	726	138	25	0	14	809
UTAH	35	51	19	3	0	0	0	0
VERMONT	65	6	6	0	0	0	3	2
VIRGINIA	216	54	231	49	1	0	2	7
WASHINGTON	429	208	177	8	3	0	4	13
WEST VIRGINIA	177	14	183	38	0	0	0	8
WISCONSIN	246	71	72	15	0	0	0	12
WYOMING	52	39	23	4	0	4	2	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	13	8	3	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13,137	8,506	14,997	4,964	1,279	210	240	3,914
50 STATES, D.C. & P.R.	13,124	8,498	14,994	4,963	1,279	210	240	3,914

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXHP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

ORTHOPEDICALLY IMPAIRED

STATE	PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	29.45	30.63	29.64	1.96	0.20	.	0.20	7.91
ALASKA	52.33	30.23	16.28	1.16	0.00	0.00	0.00	0.00
ARIZONA	13.70	35.81	45.01	1.57	3.72	0.20	0.00	0.00
ARKANSAS	20.71	35.00	19.29	2.86	7.86	0.71	10.71	2.86
CALIFORNIA	30.96	7.13	56.42	5.20	0.29	0.00	.	.
COLORADO	46.26	32.03	16.60	0.41	0.00	0.00	0.00	3.01
CONNECTICUT	16.34	39.11	25.74	5.45	7.43	0.00	0.50	5.45
DELAWARE	7.65	15.30	2.73	40.44	0.00	0.00	0.55	33.33
DISTRICT OF COLUMBIA	1.41	1.41	0.00	95.77	1.41	0.00	0.00	0.00
FLORIDA	14.32	12.14	62.88	10.18	0.00	0.00	0.00	0.47
GEORGIA	1.43	68.01	28.26	0.29	0.14	1.00	0.29	0.57
HAWAII	21.14	19.14	46.57	12.57	0.00	0.00	0.00	0.57
IDAHO	17.93	25.53	44.98	3.65	0.00	0.00	0.00	7.90
ILLINOIS	9.27	7.82	42.30	23.25	4.00	2.20	1.48	9.68
INDIANA	27.32	20.53	40.84	3.31	0.00	0.00	0.00	8.00
IOWA	43.91	20.05	12.94	8.86	0.00	0.43	0.11	13.70
KANSAS	42.36	24.14	14.78	7.14	0.00	0.00	8.07	2.71
KENTUCKY	42.75	22.25	26.00	0.00	0.25	0.00	0.00	8.75
LOUISIANA	29.70	19.29	37.82	11.00	0.00	0.00	0.13	1.27
MAINE	77.16	16.05	4.32	0.31	0.31	0.31	0.31	1.23
MARYLAND	28.85	8.42	40.03	10.22	2.51	0.00	0.10	1.79
MASSACHUSETTS	59.80	15.25	17.78	2.18	3.16	0.56	0.56	0.70
MICHIGAN	42.95	17.25	29.90	8.04	0.00	0.03	0.00	1.82
MINNESOTA	19.50	58.13	16.54	2.98	.	2.77	.	0.09
MISSISSIPPI	9.88	25.82	46.62	2.60	0.00	0.00	0.35	14.73
MISSOURI	27.15	6.50	14.34	51.63	0.00	0.00	0.00	0.38
MONTANA	38.76	8.61	48.33	0.00	0.48	2.39	0.00	1.44
NEBRASKA	55.45	4.98	7.94	3.12	0.00	0.00	0.00	28.50
NEVADA	0.00	2.11	0.00	0.00	0.00	5.26	0.00	92.63
NEW HAMPSHIRE	57.66	26.28	14.60	0.00	1.46	0.00	0.00	0.00
NEW JERSEY	6.07	23.56	10.22	35.70	21.63	0.15	0.15	2.52
NEW MEXICO	37.39	24.35	37.39	0.22	0.00	0.00	0.00	0.65
NEW YORK	27.67	13.26	13.26	20.40	22.43	0.00	0.00	2.97
NORTH CAROLINA	51.27	12.49	20.00	12.27	0.33	0.00	0.00	3.65
NORTH DAKOTA	53.13	6.25	16.67	8.33	2.08	2.08	9.38	2.08
OHIO	11.40	3.93	30.99	7.61	0.14	0.00	0.00	45.92
OKLAHOMA	58.30	7.38	29.52	2.95	0.00	0.37	0.00	1.48
OREGON	61.36	16.25	6.80	13.76	0.17	0.00	0.00	1.66
PENNSYLVANIA	9.34	4.14	30.24	39.71	8.74	4.80	1.45	1.58
PUERTO RICO	33.52	19.02	9.04	1.09	20.53	0.30	0.00	15.82
RHODE ISLAND	33.10	21.83	26.06	0.00	17.61	0.00	0.70	0.70
SOUTH CAROLINA	21.87	32.23	32.66	11.51	0.00	0.00	0.29	1.44
SOUTH DAKOTA	16.00	37.14	4.57	0.00	0.00	0.00	38.29	4.00
TENNESSEE	25.00	26.44	13.67	20.34	3.84	0.00	0.00	10.62
TEXAS	9.40	41.06	21.01	3.99	0.72	0.00	0.41	23.41
UTAH	32.41	47.22	17.59	2.78	0.00	0.00	0.00	0.00
VERMONT	83.33	5.88	5.88	0.00	0.00	0.00	2.94	1.96
VIRGINIA	38.57	9.64	41.25	8.75	0.18	0.00	0.36	1.25
WASHINGTON	50.95	24.70	21.02	0.95	0.36	0.00	0.48	1.54
WEST VIRGINIA	52.06	4.12	30.29	11.18	0.00	0.00	0.00	2.35
WISCONSIN	59.13	17.07	17.31	3.61	0.00	0.00	0.00	2.88
WYOMING	41.94	31.45	18.55	3.23	0.00	3.23	1.61	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	54.17	33.33	12.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27.80	18.00	31.74	10.51	2.71	0.44	0.51	8.28
50 STATES, D.C. & P.R.	27.79	18.00	31.75	10.51	2.71	0.44	0.51	8.29

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXXP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

OTHER HEALTH IMPAIRED

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	145	182	114	24	0	.	3	161
ALASKA	67	24	43	1	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	356
ARKANSAS	21	91	56	3	3	0	0	17
CALIFORNIA	8,418	1,349	2,075	191	119	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	20	86	61	15	26	0	17	92
DELAWARE	14	0	0	89	1	11	0	51
DISTRICT OF COLUMBIA	0	0	4	55	22	0	8	0
FLORIDA	0	1	232	163	5	12	16	1,851
GEORGIA	6	158	55	6	0	1	0	23
HAWAII	0	0	4	3	3	0	0	0
IDAHO	10	59	118	29	0	0	0	175
ILLINOIS	68	58	310	184	123	3	12	974
INDIANA	0	0	32	55	8	2	0	0
IOWA	0	0	0	0	0	2	0	0
KANSAS	55	35	45	4	0	1	5	30
KENTUCKY	78	199	19	23	1	0	0	148
LOUISIANA	200	227	430	67	0	0	8	155
MAINE	175	66	20	3	1	2	0	60
MARYLAND	192	102	246	67	52	0	23	76
MASSACHUSETTS	1,084	277	323	40	57	11	10	11
MICHIGAN	0	0	260	427	0	1	0	0
MINNESOTA	92	219	139	43	.	31	.	11
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	164	66	20	90	0	0	8	54
MONTANA	88	30	26	0	0	5	0	12
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	25	7	71	15	0	0	1	0
NEW HAMPSHIRE	168	40	53	0	20	0	6	3
NEW JERSEY	45	143	78	63	6	51	1	94
NEW MEXICO	34	33	13	1	1	0	0	3
NEW YORK	380	664	828	1,411	282	24	0	118
NORTH CAROLINA	698	383	487	118	1	1	0	73
NORTH DAKOTA	46	10	7	2	0	1	2	6
OHIO	.	.	.	.	.	.	0	.
OKLAHOMA	63	27	24	8	5	0	0	14
OREGON	329	159	79	63	4	1	1	41
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	219	145	144	50	11	5	0	184
RHODE ISLAND	46	16	25	2	9	0	3	135
SOUTH CAROLINA	2	16	69	29	0	3	0	1
SOUTH DAKOTA	10	33	10	0	0	1	9	26
TENNESSEE	190	348	267	73	22	7	0	833
TEXAS	236	2,622	1,074	224	24	0	23	3,603
UTAH	73	67	22	0	0	0	0	0
VERMONT	100	5	4	0	1	0	8	3
VIRGINIA	256	488	164	82	9	1	26	15
WASHINGTON	802	1,031	846	37	17	5	11	29
WEST VIRGINIA	16	479	75	0	0	0	0	6
WISCONSIN	101	10	30	3	0	0	0	24
WYOMING	40	106	57	3	0	5	0	3
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	3	2	2	0	0	0	0	2
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	14,779	10,063	9,061	3,767	833	187	201	9,473
50 STATES, D.C. & P.R.	14,776	10,061	9,059	3,766	833	187	201	9,471

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 0-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

OTHER HEALTH IMPAIRED

	PERCENT							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	23.05	28.93	18.12	3.82	0.00	.	0.48	25.60
ALASKA	49.63	17.78	31.85	0.74	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
ARKANSAS	10.99	47.64	29.32	1.57	1.57	0.00	0.00	8.90
CALIFORNIA	69.27	11.10	17.08	1.57	0.98	0.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	6.31	27.13	19.24	4.73	8.20	0.00	5.36	29.02
DELAWARE	8.43	0.00	0.00	53.61	0.60	6.63	0.00	30.72
DISTRICT OF COLUMBIA	0.00	0.00	4.49	61.80	24.72	0.00	8.99	0.00
FLORIDA	0.00	0.04	10.18	7.15	0.22	0.53	0.70	81.18
GEORGIA	2.33	61.48	21.40	2.33	3.11	0.39	0.00	8.95
HAWAII	0.00	0.00	40.00	30.00	30.00	0.00	0.00	0.00
IDAHO	2.56	15.09	30.18	7.42	0.00	0.00	0.00	44.76
ILLINOIS	3.93	3.35	17.90	10.62	7.10	0.17	0.69	56.24
INDIANA	0.00	0.00	35.96	61.80	0.00	2.25	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	31.43	20.00	25.71	2.29	0.00	0.57	2.86	17.14
KENTUCKY	16.67	42.52	4.06	4.91	0.21	0.00	0.00	31.62
LOUISIANA	18.40	20.88	39.56	6.16	0.00	0.00	0.74	14.26
MAINE	53.52	20.18	6.12	0.92	0.31	0.61	0.00	18.35
MARYLAND	25.33	13.46	32.45	8.84	6.86	0.00	3.03	10.03
MASSACHUSETTS	59.79	15.28	17.82	2.21	3.14	0.61	0.55	0.61
MICHIGAN	0.00	0.00	37.79	62.06	0.00	0.15	0.00	0.00
MINNESOTA	17.20	40.93	25.98	8.04	.	5.79	.	2.06
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	40.80	16.42	4.98	22.39	0.00	0.00	1.99	13.43
MONTANA	54.66	18.63	16.15	0.00	0.00	3.11	0.00	7.45
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	21.01	5.88	59.66	12.61	0.00	0.00	0.84	0.00
NEW HAMPSHIRE	56.74	14.18	18.79	0.00	7.09	0.00	2.13	1.06
NEW JERSEY	9.36	29.73	16.22	13.10	1.25	10.60	0.21	19.54
NEW MEXICO	40.00	38.82	15.29	1.18	1.18	0.00	0.00	3.53
NEW YORK	10.44	17.87	22.29	37.98	7.59	0.65	0.00	3.18
NORTH CAROLINA	39.64	21.75	27.65	6.70	0.06	0.06	0.00	4.15
NORTH DAKOTA	62.16	13.51	9.46	2.70	0.00	1.35	2.70	8.11
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	44.68	19.15	17.02	5.67	3.55	0.00	0.00	9.93
OREGON	48.60	23.49	11.67	9.31	0.59	0.15	0.15	6.06
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	28.89	19.13	19.00	6.60	1.45	0.66	0.00	24.27
RHODE ISLAND	19.49	6.78	10.59	0.85	3.81	0.00	1.27	57.20
SOUTH CAROLINA	1.67	13.33	57.50	24.17	0.00	2.50	0.00	0.83
SOUTH DAKOTA	11.24	37.08	11.24	0.00	0.00	1.12	10.11	29.21
TENNESSEE	10.92	20.00	15.34	4.20	1.26	0.40	0.00	47.87
TEXAS	3.02	33.59	13.76	2.87	0.31	0.00	0.29	46.16
UTAH	45.06	41.36	13.58	0.00	0.00	0.00	0.00	0.00
VERMONT	82.64	4.13	3.31	0.00	0.83	0.00	6.61	2.48
VIRGINIA	24.59	46.88	15.75	7.80	0.86	0.18	2.50	1.44
WASHINGTON	28.87	37.11	30.45	1.33	0.61	0.18	0.40	1.04
WEST VIRGINIA	2.78	83.16	13.02	0.00	0.00	0.00	0.00	1.04
WISCONSIN	60.12	5.95	17.86	1.79	0.00	0.00	0.00	14.29
WYOMING	18.69	49.53	26.64	1.40	0.00	2.34	0.00	1.40
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	33.33	22.22	22.22	0.00	0.00	0.00	0.00	22.22
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	30.56	20.81	18.74	7.79	1.72	0.39	0.42	19.59
50 STATES, D.C. & P.R.	30.56	20.81	18.73	7.79	1.72	0.39	0.42	19.59

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

VISUALLY HANDICAPPED

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	172	91	45	4	0	.	0	0
ALASKA	14	5	2	0	0	0	0	0
ARIZONA	2	222	44	4	0	73	0	6
ARKANSAS	25	48	18	0	0	90	0	0
CALIFORNIA	679	230	1,351	125	11	0	.	.
COLORADO	167	75	16	0	0	22	0	1
CONNECTICUT	87	142	72	56	25	0	25	8
DELAWARE	57	12	2	51	0	0	0	1
DISTRICT OF COLUMBIA	0	2	16	0	0	0	0	0
FLORIDA	264	224	149	29	0	100	1	5
GEORGIA	6	243	76	48	0	77	0	0
HAWAII	52	9	15	7	0	1	0	0
IDAHO	55	6	0	0	0	0	0	6
ILLINOIS	197	270	475	19	12	92	6	0
INDIANA	104	266	19	65	0	111	0	0
IOWA	78	44	9	0	0	51	0	2
KANSAS	73	77	41	2	0	46	0	1
KENTUCKY	240	115	3	9	2	125	0	4
LOUISIANA	141	76	101	5	0	0	0	1
MAINE	68	26	7	0	0	0	1	0
MARYLAND	217	59	73	54	1	201	0	1
MASSACHUSETTS	464	119	138	17	25	5	4	5
MICHIGAN	410	117	189	24	0	10	0	5
MINNESOTA	145	125	6	1	.	1	.	0
MISSISSIPPI	20	65	31	3	0	1	0	1
MISSOURI	192	40	52	20	0	8	0	0
MONTANA	20	12	12	0	0	0	3	0
NEBRASKA	42	8	16	17	0	63	0	13
NEVADA	15	6	46	0	0	0	0	0
NEW HAMPSHIRE	64	12	12	0	3	0	4	0
NEW JERSEY	325	68	61	4	41	0	1	1
NEW MEXICO	63	16	16	0	0	40	0	1
NEW YORK	386	443	248	45	87	62	61	2
NORTH CAROLINA	350	114	42	0	1	74	1	1
NORTH DAKOTA	37	3	4	2	0	8	0	0
OHIO	359	71	332	26	5	116	0	2
OKLAHOMA	84	22	27	20	1	89	1	1
OREGON	54	8	1	4	1	0	0	1
PENNSYLVANIA	693	166	142	27	136	2	148	2
PUERTO RICO	216	241	81	21	21	26	12	37
RHODE ISLAND	26	14	15	0	0	0	9	0
SOUTH CAROLINA	229	82	37	1	0	66	0	0
SOUTH DAKOTA	12	23	1	0	0	15	0	0
TENNESSEE	336	256	33	13	3	134	0	1
TEXAS	415	1,017	227	39	6	0	0	10
UTAH	69	47	55	1	0	23	0	0
VERMONT	31	4	3	0	0	0	1	0
VIRGINIA	73	131	115	23	0	0	0	2
WASHINGTON	119	76	27	0	0	48	5	1
WEST VIRGINIA	177	20	10	1	0	75	0	0
WISCONSIN	116	21	29	3	0	44	0	0
WYOMING	15	12	6	0	1	1	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	6	4	1	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	8,261	5,605	4,549	794	382	1,900	283	122
50 STATES, D.C. & P.R.	8,255	5,601	4,548	792	382	1,900	283	122

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXHP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

VISUALLY HANDICAPPED

	PERCENT							
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	55.13	29.17	14.42	1.28	0.00	.	0.00	0.00
ALASKA	66.67	23.81	9.52	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.57	63.25	12.54	1.14	0.00	20.80	0.00	1.71
ARKANSAS	13.81	26.52	9.94	0.00	0.00	49.72	0.00	0.00
CALIFORNIA	28.34	9.60	56.39	5.22	0.46	0.00	.	.
COLORADO	59.43	26.69	5.69	0.00	0.00	7.83	0.00	0.36
CONNECTICUT	20.86	34.05	17.27	13.91	6.00	0.00	6.00	1.92
DELAWARE	46.34	9.76	1.63	41.46	0.00	0.00	0.00	0.81
DISTRICT OF COLUMBIA	0.00	11.11	88.89	0.00	0.00	0.00	0.00	0.00
FLORIDA	34.20	29.02	19.30	3.76	0.00	12.95	0.13	0.65
GEORGIA	1.33	54.00	16.89	10.67	0.00	17.11	0.00	0.00
HAWAII	61.90	10.71	17.86	8.33	0.00	1.19	0.00	0.00
IDAHO	82.09	8.96	0.00	0.00	0.00	0.00	0.00	8.96
ILLINOIS	18.39	25.21	44.35	1.77	1.12	8.59	0.56	0.00
INDIANA	18.41	47.08	3.36	11.50	0.00	19.65	0.00	0.00
IOWA	42.39	23.91	4.89	0.00	0.00	27.72	0.00	1.09
KANSAS	30.42	32.08	17.08	0.83	0.00	19.17	0.00	0.42
KENTUCKY	48.19	23.89	0.60	1.81	0.40	25.10	0.00	0.00
LOUISIANA	43.52	23.46	31.17	1.54	0.00	0.00	0.00	0.31
MAINE	66.67	25.49	6.86	0.00	0.00	0.00	0.98	0.00
MARYLAND	35.81	9.74	12.05	8.91	0.17	33.17	0.00	0.17
MASSACHUSETTS	59.72	15.32	17.76	2.19	3.22	0.64	0.51	0.64
MICHIGAN	53.74	15.33	24.77	3.15	0.00	2.36	0.00	0.66
MINNESOTA	52.16	44.96	2.16	0.36	.	0.36	.	0.00
MISSISSIPPI	16.53	53.72	25.62	2.48	0.00	0.83	0.00	0.83
MISSOURI	61.54	12.82	16.67	6.41	0.00	2.56	0.00	0.00
MONTANA	42.55	25.53	25.53	0.00	0.00	0.00	6.38	0.00
NEBRASKA	26.42	5.03	10.06	10.69	0.00	39.62	0.00	8.18
NEVADA	22.39	8.96	68.66	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	67.37	12.63	12.63	0.00	3.16	0.00	4.21	0.00
NEW JERSEY	64.87	13.57	12.18	0.80	8.18	0.00	0.20	0.20
NEW MEXICO	46.32	11.76	11.76	0.00	0.00	29.41	0.00	0.74
NEW YORK	28.94	33.21	18.59	3.37	6.52	4.65	4.57	0.15
NORTH CAROLINA	60.03	19.55	7.20	0.00	0.17	12.69	0.17	0.17
NORTH DAKOTA	68.52	5.56	7.41	3.70	0.00	14.81	0.00	0.00
OHIO	39.41	7.79	36.44	2.85	0.55	12.73	0.00	0.22
OKLAHOMA	34.29	8.98	11.02	8.16	0.41	36.33	0.41	0.41
OREGON	78.26	11.59	1.45	5.80	1.45	0.00	0.00	1.45
PENNSYLVANIA	52.66	12.61	10.79	2.05	10.33	0.15	11.25	0.15
PUERTO RICO	32.96	36.79	12.37	3.21	3.21	3.97	1.83	5.65
RHODE ISLAND	40.63	21.88	23.44	0.00	0.00	0.00	14.06	0.00
SOUTH CAROLINA	55.18	19.76	8.92	0.24	0.00	15.90	0.00	0.00
SOUTH DAKOTA	23.53	45.10	1.96	0.00	0.00	29.41	0.00	0.00
TENNESSEE	43.30	32.99	4.25	1.68	0.39	17.27	0.00	0.13
TEXAS	24.21	59.33	13.24	2.28	0.35	0.00	0.00	0.58
UTAH	35.38	24.10	28.21	0.51	0.00	11.79	0.00	0.00
VERMONT	79.49	10.26	7.69	0.00	0.00	0.00	2.56	0.00
VIRGINIA	21.22	38.08	33.43	6.69	0.00	0.00	0.00	0.58
WASHINGTON	44.40	28.36	10.07	0.00	0.00	14.93	1.87	0.37
WEST VIRGINIA	62.54	7.07	3.53	0.35	0.00	26.50	0.00	0.00
WISCONSIN	54.46	9.86	13.62	1.41	0.00	20.66	0.00	0.00
WYOMING	42.86	34.29	17.14	0.00	2.86	2.86	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	54.55	36.36	9.09	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	37.73	25.60	20.78	3.63	1.74	8.68	1.29	0.56
50 STATES, D.C. & P.R.	37.72	25.60	20.78	3.62	1.75	8.68	1.29	0.56

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

DEAF-BLIND

STATE	NUMBER							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	1	11	1	0	.	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	1	0	4	0	0	2	0	1
CALIFORNIA	6	4	118	11	8	0	.	.
COLORADO	2	3	25	18	0	27	0	2
CONNECTICUT	2	6	3	4	3	0	7	0
DELAWARE	2	0	7	27	1	0	1	0
DISTRICT OF COLUMBIA	0	0	2	10	0	1	0	0
FLORIDA	0	0	8	11	0	5	0	1
GEORGIA	0	0	2	12	0	21	0	0
HAWAII	0	0	8	5	0	0	0	1
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	13	4	0	31	1	0
INDIANA	0	0	14	20	0	0	3	0
IOWA	0	0	12	0	0	28	0	0
KANSAS	1	9	35	4	0	28	0	0
KENTUCKY	2	1	13	19	0	0	0	0
LOUISIANA	1	0	7	0	0	0	0	0
MAINE	1	0	4	0	0	2	2	0
MARYLAND	4	1	4	7	3	44	0	0
MASSACHUSETTS	77	20	24	2	4	0	0	1
MICHIGAN	0	0	0	0	0	0	0	0
MINNESOTA	0	4	5	7	.	1	.	0
MISSISSIPPI	0	0	1	0	0	3	0	0
MISSOURI	0	2	46	24	0	4	0	2
MONTANA	0	0	0	0	0	3	0	0
NEBRASKA	.	.	.	.	.	.	.	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	2	0	1	0	1	0	3	0
NEW JERSEY	5	0	12	0	9	13	0	0
NEW MEXICO	2	10	1	0	0	13	0	0
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	0	0	46	0	1	12	0	0
NORTH DAKOTA	0	0	0	1	0	15	0	0
OHIO	1	0	2	4	0	0	0	0
OKLAHOMA	3	5	15	6	0	0	1	1
OREGON	2	1	1	1	0	1	0	0
PENNSYLVANIA	0	0	3	1	0	0	0	1
PUERTO RICO	9	20	11	14	1	6	0	42
RHODE ISLAND	0	0	0	0	4	0	1	0
SOUTH CAROLINA	0	0	8	2	0	1	0	0
SOUTH DAKOTA	1	1	1	2	0	23	8	0
TENNESSEE	0	0	4	8	0	9	0	0
TEXAS	1	13	21	17	4	0	9	4
UTAH	0	2	16	7	0	15	0	1
VERMONT	6	0	0	0	0	0	3	0
VIRGINIA	5	4	5	1	0	0	4	0
WASHINGTON	1	5	31	35	0	7	0	0
WEST VIRGINIA	1	0	0	0	0	18	0	0
WISCONSIN	0	0	1	0	0	0	0	0
WYOMING	0	0	0	2	0	1	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	1
GUAM	0	1	2	3	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	138	113	548	291	39	334	43	58
50 STATES, D.C. & P.R.	138	112	546	287	39	334	43	57

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AB2

PERCENT OF CHILDREN 6-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1987-88

DEAF-BLIND

STATE	PERCENT REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	0.00	7.69	84.62	7.69	0.00	.	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	12.50	0.00	50.00	0.00	0.00	25.00	0.00	12.50
CALIFORNIA	4.08	2.72	80.27	7.48	5.44	0.00	.	.
COLORADO	2.60	3.90	32.47	23.38	0.00	35.06	0.00	2.60
CONNECTICUT	8.00	24.00	12.00	16.00	12.00	0.00	28.00	0.00
DELAWARE	5.26	0.00	18.42	71.05	2.63	0.00	2.63	0.00
DISTRICT OF COLUMBIA	0.00	0.00	15.38	76.92	0.00	7.69	0.00	0.00
FLORIDA	0.00	0.00	32.00	44.00	0.00	20.00	0.00	4.00
GEORGIA	0.00	0.00	5.71	34.29	0.00	60.00	0.00	0.00
HAWAII	0.00	0.00	57.14	35.71	0.00	0.00	0.00	7.14
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	26.53	8.16	0.00	63.27	2.04	0.00
INDIANA	0.00	0.00	37.84	54.05	0.00	0.00	8.11	0.00
IOWA	0.00	0.00	30.00	0.00	0.00	70.00	0.00	0.00
KANSAS	1.30	11.69	45.45	5.19	0.00	36.36	0.00	0.00
KENTUCKY	5.71	2.86	37.14	54.29	0.00	0.00	0.00	0.00
LOUISIANA	12.50	0.00	87.50	0.00	0.00	0.00	0.00	0.00
MAINE	11.11	0.00	44.44	0.00	0.00	22.22	22.22	0.00
MARYLAND	6.35	1.59	6.35	11.11	4.76	69.84	0.00	0.00
MASSACHUSETTS	60.16	15.63	18.75	1.56	3.13	0.00	0.00	0.78
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	23.53	29.41	41.18	.	5.88	.	0.00
MISSISSIPPI	0.00	0.00	25.00	0.00	0.00	75.00	0.00	0.00
MISSOURI	0.00	2.56	58.97	30.77	0.00	5.13	0.00	2.56
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	28.57	0.00	14.29	0.00	14.29	0.00	42.86	0.00
NEW JERSEY	12.82	0.00	30.77	0.00	23.08	33.33	0.00	0.00
NEW MEXICO	7.69	38.46	3.85	0.00	0.00	50.00	0.00	0.00
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	0.00	0.00	77.97	0.00	1.69	20.34	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	6.25	0.00	93.75	0.00	0.00
OHIO	14.29	0.00	28.57	57.14	0.00	0.00	0.00	0.00
OKLAHOMA	9.68	16.13	48.39	19.35	0.00	0.00	3.23	3.23
OREGON	33.33	16.67	16.67	16.67	0.00	16.67	0.00	0.00
PENNSYLVANIA	0.00	0.00	60.00	20.00	0.00	0.00	0.00	20.00
PUERTO RICO	8.74	19.42	10.68	13.59	0.97	5.83	0.00	40.78
RHODE ISLAND	0.00	0.00	0.00	0.00	80.00	0.00	20.00	0.00
SOUTH CAROLINA	0.00	0.00	72.73	18.18	0.00	9.09	0.00	0.00
SOUTH DAKOTA	2.78	2.78	2.78	5.56	0.00	63.89	22.22	0.00
TENNESSEE	0.00	0.00	19.05	38.10	0.00	42.86	0.00	0.00
TEXAS	1.45	18.84	30.43	24.64	5.80	0.00	13.04	5.80
UTAH	0.00	4.88	39.02	17.07	0.00	36.59	0.00	2.44
VERMONT	66.67	0.00	0.00	0.00	0.00	0.00	33.33	0.00
VIRGINIA	26.32	21.05	26.32	5.26	0.00	0.00	21.05	0.00
WASHINGTON	1.27	6.33	39.24	44.30	0.00	8.86	0.00	0.00
WEST VIRGINIA	5.26	0.00	0.00	0.00	0.00	94.74	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	66.67	0.00	33.33	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	50.00	0.00	0.00	0.00	50.00
GUAM	0.00	16.67	33.33	50.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	8.82	7.23	35.04	18.61	2.49	21.36	2.75	3.71
50 STATES, D.C. & P.R.	8.87	7.20	35.09	18.44	2.51	21.47	2.76	3.66

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(LRXXNP1A)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 6-21 FOR SCHOOL YEAR 1987-88

BY HANDICAPPING CONDITON

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,513	505	1,215	149	424	48	1,740	112
ALASKA	667	43	386	16	117	7	35	3
ARIZONA	3,576	268	1,141	76	479	51	425	31
ARKANSAS	2,707	174	433	22	379	26	352	40
CALIFORNIA	20,126	839	11,192	466	5,139	214	1,366	57
COLORADO	3,392	66	1,536	12	491	9	465	14
CONNECTICUT	4,039	193	1,713	66	447	28	570	25
DELAWARE	1,094	34	429	18	70	1	90	1
DISTRICT OF COLUMBIA	735	77	218	16	114	15	127	16
FLORIDA	11,015	2,361	2,340	616	1,572	256	1,652	251
GEORGIA	6,500	177	1,465	33	726	18	2,625	77
HAWAII	838	30	42	4	109	3	69	0
IDAHO	935	19	500	5	111	4	106	5
ILLINOIS	21,452	213	4,986	32	2,332	80	2,657	6
INDIANA	4,097	499	1,018	178	651	42	1,594	129
IOWA	4,000	829	1,095	82	389	5	960	23
KANSAS	2,914	82	814	21	417	8	426	7
KENTUCKY	4,424	847	1,669	244	552	134	1,519	330
LOUISIANA	5,543	1,161	1,604	263	1,067	98	836	191
MAINE	1,677	151	609	49	288	24	314	24
MARYLAND	5,837	108	1,731	31	870	9	641	10
MASSACHUSETTS	7,461	206	.	.	1,072	.	.	.
MICHIGAN	11,669	431	2,658	115	1,505	62	3,865	127
MINNESOTA	6,144	257	2,462	67	997	1	1,564	21
MISSISSIPPI	3,377	311	1,802	115	462	105	896	52
MISSOURI	6,382	1,176	2,538	381	1,057	17	1,555	291
MONTANA	785	56	452	.	90	1	132	.
NEBRASKA	1,683	24	697	2	241	15	420	4
NEVADA	1,069	123	536	41	124	17	69	12
NEW HAMPSHIRE	1,434	285	629	105	314	34	161	34
NEW JERSEY	13,005	566	3,971	156	1,781	79	710	28
NEW MEXICO	2,610	360	24	9	361	72	41	6
NEW YORK	27,836	4,592	7,906	1,336	2,458	351	2,005	335
NORTH CAROLINA	6,149	2,551	2,181	494	706	586	1,831	598
NORTH DAKOTA	815	95	293	31	195	20	224	19
OHIO	11,428	154	3,513	70	1,076	15	3,929	22
OKLAHOMA	3,758	360	1,406	92	596	59	1,104	83
OREGON	2,996	295	1,155	117	458	51	572	50
PENNSYLVANIA	12,404	1,160	3,555	318	1,335	94	2,833	209
PUERTO RICO	2,127	0	54	0	22	0	646	0
RHODE ISLAND	1,171	27	545	14	138	1	89	2
SOUTH CAROLINA	4,007	264	1,358	79	538	35	1,243	64
SOUTH DAKOTA	958	80	.	0	203	18	.	0
TENNESSEE	4,385	246	2,088	125	484	5	895	56
TEXAS	18,401	1,515	8,291	500	2,656	550	3,990	150
UTAH	1,330	.	207	.	114	.	161	.
VERMONT	696	124	229	18	145	25	180	9
VIRGINIA	6,788	1,329	3,342	616	836	117	1,377	301
WASHINGTON	3,817	84	.	.	481	18	.	10
WEST VIRGINIA	3,113	525	1,273	202	394	80	934	132
WISCONSIN	5,961	631	1,867	323	1,119	27	1,116	23
WYOMING	137	36	.	.	137	36	.	.
AMERICAN SAMOA	27	7	0	0	3	1	12	2
GUAM	150	47	0	14	8	6	17	6
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	62	.	21	.	21	.	5
U.S. AND INSULAR AREAS	284,316	26,653	91,212	7,759	38,846	3,598	50,347	3,999
50 STATES, D.C. & P.R.	284,139	26,537	91,212	7,725	38,835	3,569	50,318	3,987

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

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DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNHX1A)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 6-21 FOR SCHOOL YEAR 1987-88

BY HANDICAPPING CONDITON

STATE	EMOTIONALLY DISTURBED		HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	383	77	82	18	121	31	29	7	31	6
ALASKA	45	7	18	1	42	5	12	5	4	0
ARIZONA	281	25	130	7	142	11	33	3	57	6
ARKANSAS	27	10	54	3	27	4	0	0	0	0
CALIFORNIA	522	22	351	15	359	15	404	17	645	27
COLORADO	510	20	125	4	172	5	49	0	.	.
CONNECTICUT	677	27	54	1	90	5	10	0	12	0
DELAWARE	147	5	35	1	32	4	16	0	2	0
DISTRICT OF COLUMBIA	96	16	12	2	41	2	7	0	9	4
FLORIDA	1,626	569	302	42	.	.	198	78	445	19
GEORGIA	1,439	36	149	7	0	0	82	3	21	0
HAWAII	54	10	27	0	3	3	46	0	0	0
IDAHO	10	1	7	0	104	1	0	0	13	0
ILLINOIS	2,318	67	726	6	404	0	303	0	.	6
INDIANA	415	100	162	7	115	15	61	14	2	11
IOWA	506	103	125	5	135	36	29	2	2	1
KANSAS	404	19	104	7	0	.	27	.	.	1
KENTUCKY	328	68	132	20	120	25	19	2	12	5
LOUISIANA	539	115	179	35	83	16	67	14	100	20
MAINE	301	39	39	2	88	12	11	0	16	1
MARYLAND	487	12	122	2	366	7	56	2	34	0
MASSACHUSETTS	.	.	98	.	.	.	.	.	.	.
MICHIGAN	2,166	100	445	7	338	4	325	4	138	8
MINNESOTA	841	131	171	3	0	0	46	12	0	1
MISSISSIPPI	29	14	72	7	38	5	47	9	.	.
MISSOURI	713	373	135	18	119	42	42	48	56	0
MONTANA	52	.	13	.	.	.	8	.	9	.
NEBRASKA	192	2	31	0	39	0	35	0	.	0
NEVADA	81	13	21	3	57	5	19	4	9	2
NEW HAMPSHIRE	182	72	29	1	68	21	13	0	23	18
NEW JERSEY	1,207	47	132	6	639	25	71	3	71	3
NEW MEXICO	83	17	29	1	1,832	1	2	0	0	0
NEW YORK	3,383	670	1,006	144	865	180	66	9	258	39
NORTH CAROLINA	745	471	251	59	141	119	51	42	180	75
NORTH DAKOTA	36	18	31	3	.	.	13	2	3	0
OHIO	1,807	18	263	3	1,310	24	218	0	.	.
OKLAHOMA	214	45	109	10	204	61	20	1	5	2
OREGON	369	35	147	9	.	.	136	17	91	9
PENNSYLVANIA	1,484	209	435	48	96	11	167	9	0	0
PUERTO RICO	96	0	67	0	55	0	15	0	20	0
RHODE ISLAND	76	2	23	1	9	0	2	0	12	0
SOUTH CAROLINA	424	48	143	7	37	6	78	13	25	1
SOUTH DAKOTA	.	0	.	0	.	0	.	0	.	0
TENNESSEE	224	40	126	3	144	4	100	4	158	4
TEXAS	1,276	150	653	48	484	30	309	20	339	20
UTAH	161	.	60	.	137	.	4	.	2	.
VERMONT	59	31	33	4	26	10	7	2	5	2
VIRGINIA	792	195	168	30	97	26	60	9	35	11
WASHINGTON	.	12	.	1	.	7	.	1	.	0
WEST VIRGINIA	344	76	61	13	0	0	46	10	20	9
WISCONSIN	1,162	248	165	6	303	0	118	0	.	4
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	2	0	2	0	0	0	0	0
GUAM	7	3	6	0	17	0	0	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	5	.	0	.	1	.	1	.	1
U.S. AND INSULAR AREAS	28,521	4,388	7,857	610	9,522	776	3,554	365	2,873	316
50 STATES, D.C. & P.R.	28,514	4,380	7,849	610	9,503	774	3,554	364	2,871	315

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DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNNX1A)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 6-21 FOR SCHOOL YEAR 1987-88

BY HANDICAPPING CONDITON

STATE	VISUALLY HANDICAPPED		DEAF-BLIND	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	23	7	1	1
ALASKA	7	0	1	0
ARIZONA	61	5	2	0
ARKANSAS	27	3	0	0
CALIFORNIA	140	6	9	0
COLORADO	50	4	1	0
CONNECTICUT	26	1	4	0
DELAWARE	6	3	5	0
DISTRICT OF COLUMBIA	13	0	3	0
FLORIDA	161	17	8	2
GEORGIA	73	4	0	0
HAWAII	12	0	1	0
IDAHO	0	0	0	0
ILLINOIS	249	1	.	0
INDIANA	77	4	2	0
IOWA	29	2	2	0
KANSAS	39	6	83	5
KENTUCKY	73	15	0	2
LOUISIANA	85	23	6	0
MAINE	4	0	6	0
MARYLAND	100	3	2	0
MASSACHUSETTS	71	.	.	.
MICHIGAN	136	4	0	0
MINNESOTA	50	1	0	0
MISSISSIPPI	31	3	1	1
MISSOURI	55	7	13	0
MONTANA	6	.	.	.
NEBRASKA	29	0	.	0
NEVADA	11	1	0	0
NEW HAMPSHIRE	14	1	1	1
NEW JERSEY	77	0	10	0
NEW MEXICO	6	0	20	0
NEW YORK	360	52	.	0
NORTH CAROLINA	61	106	1	2
NORTH DAKOTA	18	3	2	0
OHIO	61	2	0	0
OKLAHOMA	39	5	2	1
OREGON	69	0	.	.
PENNSYLVANIA	178	17	73	18
PUERTO RICO	19	0	14	0
RHODE ISLAND	7	0	0	0
SOUTH CAROLINA	80	7	1	2
SOUTH DAKOTA	.	0	.	0
TENNESSEE	79	5	7	0
TEXAS	360	40	43	15
UTAH	22	.	16	.
VERMONT	5	1	7	0
VIRGINIA	79	24	0	0
WASHINGTON	.	2	.	.
WEST VIRGINIA	31	2	0	0
WISCONSIN	53	0	3	0
WYOMING	.	.	.	.
AMERICAN SAMOA	0	0	1	0
GUAM	1	0	1	0
NORTHERN MARIANAS	.	.	.	.
TRUST TERRITORIES	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND INSULAR AREAS	3,283	394	351	50
50 STATES, D.C. & P.R.	3,262	394	349	50

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DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNNX1A)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 3-21 FOR SCHOOL YEAR 1987-88

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,507	301	12	11	20	12	0	1
ALASKA	837	62	3	5	18	2	0	0
ARIZONA	3,919	406	91	22	91	26	16	6
ARKANSAS	1,173	91	6	1	8	1	0	0
CALIFORNIA	26,712	1,309	74	20	42	10	4	1
COLORADO	3,256	193	299	9	139	26	11	3
CONNECTICUT	6,233	378	347	22	179	6	3	1
DELAWARE	783	56	14	0	14	4	0	0
DISTRICT OF COLUMBIA	985	147	65	10	28	18	12	0
FLORIDA	6,545	928	218	27	144	30	5	1
GEORGIA	4,363	180	178	11	65	7	16	2
HAWAII	1,033	147	41	11	23	7	0	2
IDAHO	662	64	20	3	0	0	0	0
ILLINOIS	16,298	116	1,307	20	339	22	11	0
INDIANA	4,858	467	66	23	67	32	8	5
IOWA	3,529	168	219	0	54	12	9	0
KANSAS	2,925	51	105	3	21	6	0	0
KENTUCKY	3,020	783	16	30	26	39	6	6
LOUISIANA	7,956	559	227	23	102	34	1	2
MAINE	1,657	88	60	3	50	6	0	0
MARYLAND	5,480	192	142	4	135	5	38	0
MASSACHUSETTS	7,632	.	515	.	110	.	.	.
MICHIGAN	5,429	302	900	33	297	8	11	1
MINNESOTA	5,486	28	467	0	204	0	0	0
MISSISSIPPI	1,142	166	14	7	5	3	12	0
MISSOURI	3,328	4	37	0	62	0	0	0
MONTANA	644	64	7	0	7	1	0	0
NEBRASKA	1,134	41	0	0	12	22	0	0
NEVADA	652	96	1	0	7	3	0	0
NEW HAMPSHIRE	2,018	102	30	7	90	9	8	1
NEW JERSEY	16,489	744	1,117	64	195	18	27	0
NEW MEXICO	2,202	141	22	0	104	31	2	1
NEW YORK	23,659	.	.	.	226	.	176	.
NORTH CAROLINA	5,000	2,172	100	109	73	92	25	21
NORTH DAKOTA	715	81	30	5	28	4	1	3
OHIO	3,749	190	0	2	138	13	0	0
OKLAHOMA	3,832	550	107	27	45	30	24	2
OREGON	2,356	123	11	0	34	4	0	0
PENNSYLVANIA	10,402	798	192	18	147	16	14	0
PUERTO RICO	1,686	34	117	0	19	6	0	0
RHODE ISLAND	1,310	15	76	1	26	0	0	0
SOUTH CAROLINA	3,007	304	56	37	24	12	0	3
SOUTH DAKOTA	586	179	5	13	46	23	0	0
TENNESSEE	3,768	41	77	3	25	5	8	0
TEXAS	3,991	650	12	20	24	30	13	0
UTAH	968	94	23	1	7	1	0	0
VERMONT	751	142	5	11	6	10	2	2
VIRGINIA	6,304	978	365	96	141	27	14	2
WASHINGTON	3,078	103	44	2	121	17	.	.
WEST VIRGINIA	1,716	102	4	0	13	7	0	0
WISCONSIN	5,476	83	225	4	114	7	.	0
WYOMING	1,555	204	50	9	23	7	.	.
AMERICAN SAMOA	14	3	1	0	0	0	0	0
GUAM	168	35	3	2	4	2	1	2
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	80	.	2	.	2	.	0
U.S. AND INSULAR AREAS	240,976	15,571	6,202	720	3,938	713	478	67
50 STATES, D.C. & P.R.	240,794	15,454	6,198	725	3,934	709	477	65

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DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNNX1A)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 3-21 FOR SCHOOL YEAR 1987-88

STATE	PHYSICAL THERAPISTS		TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	13	17	1,403	153	114	9	178	14
ALASKA	15	1	467	18	2	6	30	3
ARIZONA	49	17	2,222	144	86	9	222	24
ARKANSAS	9	1	668	69	24	1	168	4
CALIFORNIA	29	2	20,853	862	649	27	956	77
COLORADO	50	19	1,844	83	51	5	166	11
CONNECTICUT	54	5	2,369	162	168	3	340	23
DELAWARE	12	1	394	15	28	3	44	1
DISTRICT OF COLUMBIA	18	9	316	47	34	6	100	3
FLORIDA	111	20	5,298	481	140	17	396	35
GEORGIA	69	7	2,659	192	23	1	378	14
HAWAII	18	14	428	14	7	14	14	0
IDAHO	0	0	480	57	0	0	43	1
ILLINOIS	218	16	9,329	13	136	0	792	8
INDIANA	64	26	2,745	191	38	2	351	31
IOWA	38	13	2,060	100	23	1	117	9
KANSAS	13	7	2,120	11	24	4	138	3
KENTUCKY	32	47	1,420	313	161	16	174	36
LOUISIANA	65	33	3,909	235	391	58	223	25
MAINE	39	4	1,039	36	13	4	136	7
MARYLAND	101	10	2,347	99	112	4	256	4
MASSACHUSETTS	76	.	4,696	.	113	.	346	.
MICHIGAN	198	11	2,395	153	87	6	566	27
MINNESOTA	74	0	3,268	0	234	28	206	0
MISSISSIPPI	11	15	537	65	10	1	188	9
MISSOURI	37	0	2,304	0	30	0	252	0
MONTANA	6	0	465	41	9	1	32	0
NEBRASKA	10	6	934	3	0	0	76	1
NEVADA	6	4	438	37	17	4	24	6
NEW HAMPSHIRE	32	3	1,035	20	13	1	100	10
NEW JERSEY	177	13	5,356	268	314	16	751	28
NEW MEXICO	54	26	1,230	28	42	3	123	4
NEW YORK	88	.	12,420	.	1,355	.	3,345	.
NORTH CAROLINA	83	97	2,747	667	31	83	257	70
NORTH DAKOTA	19	4	416	20	11	3	60	8
OHIO	139	20	1,750	114	98	3	414	7
OKLAHOMA	59	69	972	110	55	6	308	31
OREGON	33	5	1,370	45	28	0	124	8
PENNSYLVANIA	155	16	6,005	457	117	12	810	45
PUERTO RICO	22	5	787	0	109	0	121	0
RHODE ISLAND	22	0	575	11	104	0	49	0
SOUTH CAROLINA	24	10	1,591	114	51	3	192	10
SOUTH DAKOTA	43	28	360	37	10	7	48	8
TENNESSEE	55	10	2,295	0	26	0	182	5
TEXAS	14	50	.	400	56	0	1,081	10
UTAH	19	4	694	82	6	0	61	3
VERMONT	5	7	557	45	14	8	44	3
VIRGINIA	112	33	3,223	475	147	11	313	45
WASHINGTON	57	20	1,668	11	.	1	167	3
WEST VIRGINIA	12	0	995	112	11	0	97	6
WISCONSIN	137	10	3,178	29	301	4	191	6
WYOMING	5	2	620	49	14	7	56	13
AMERICAN SAMOA	0	0	4	1	0	0	2	1
GUAM	3	2	87	12	1	1	3	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	5	.	20	.	3	.	3
U.S. AND INSULAR AREAS	2,793	755	128,738	6,625	5,579	403	15,886	700
50 STATES, D.C. & P.R.	2,790	748	128,647	6,592	5,578	399	15,881	696

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 3-21 FOR SCHOOL YEAR 1987-88

	OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS		DIAGNOSTIC STAFF		AUDIOLOGISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	115	4	169	28	4	5	10	4
ALASKA	209	1	49	6	11	2	3	1
ARIZONA	337	20	389	42	43	12	19	4
ARKANSAS	139	8	18	1	61	2	2	0
CALIFORNIA	1,550	74	1,957	191	707	31	93	2
COLORADO	231	11	332	16	7	1	28	1
CONNECTICUT	836	56	2,438	49	99	6	29	1
DELAWARE	82	15	72	6	46	5	4	0
DISTRICT OF COLUMBIA	163	16	77	22	58	8	4	0
FLORIDA	496	147	545	46	429	38	31	5
GEORGIA	270	3	383	15	50	9	30	1
HAWAII	285	4	7	4	165	20	4	1
IDAHO	17	0	94	3	0	0	3	1
ILLINOIS	3,978	6	1,195	23	25	0	44	1
INDIANA	921	86	324	37	14	6	14	1
IOWA	485	17	342	14	0	0	64	1
KANSAS	64	2	322	11	15	0	17	0
KENTUCKY	628	88	116	62	62	34	6	5
LOUISIANA	2,234	32	243	41	357	31	14	5
MAINE	128	5	69	7	39	1	10	0
MARYLAND	1,487	33	225	7	125	9	22	0
MASSACHUSETTS	1,200	.	465	.	.	.	.	.
MICHIGAN	157	8	781	40	0	0	11	3
MINNESOTA	431	0	369	0	47	0	18	0
MISSISSIPPI	153	9	42	14	79	9	5	4
MISSOURI	150	0	27	4	319	0	13	0
MONTANA	6	4	95	0	0	0	1	1
NEBRASKA	0	2	70	4	0	0	4	0
NEVADA	40	5	87	17	10	2	1	1
NEW HAMPSHIRE	304	22	100	14	40	2	3	1
NEW JERSEY	3,010	39	1,068	60	1,710	98	41	0
NEW MEXICO	319	9	44	7	198	21	13	0
NEW YORK	3,764	.	2,204	.	.	.	80	.
NORTH CAROLINA	983	352	324	104	73	152	30	40
NORTH DAKOTA	45	4	34	10	0	0	4	1
OHIO	0	10	789	12	65	1	25	0
OKLAHOMA	1,552	160	119	20	295	28	13	4
OREGON	445	16	68	12	80	18	23	3
PENNSYLVANIA	1,254	57	714	61	57	5	406	75
PUERTO RICO	231	10	38	5	60	5	6	0
RHODE ISLAND	143	1	112	0	55	1	3	0
SOUTH CAROLINA	609	29	230	34	31	5	8	5
SOUTH DAKOTA	0	0	18	5	0	0	4	5
TENNESSEE	650	0	266	10	57	5	17	1
TEXAS	.	30	283	20	1,610	50	.	.
UTAH	36	0	60	4	4	1	15	0
VERMONT	43	7	12	10	3	4	2	1
VIRGINIA	606	59	527	81	105	18	13	5
WASHINGTON	383	14	418	17	.	10	.	1
WEST VIRGINIA	301	6	109	21	68	6	5	0
WISCONSIN	8	1	670	11	154	2	6	0
WYOMING	610	139	25	14	111	10	8	1
AMERICAN SAMOA	1	0	0	0	2	0	0	1
GUAM	45	4	8	3	2	2	0	1
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	5	.	4	.	7	.	5
U.S. AND INSULAR AREAS	32,136	1,628	19,547	1,326	7,470	680	1,234	190
50 STATES, D.C. & P.R.	32,090	1,619	19,539	1,319	7,466	671	1,234	183

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNNX1A)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN AGES 3-21 FOR SCHOOL YEAR 1987-88

STATE	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	34	4	277	28	132	8	28	8
ALASKA	12	3	14	7	5	9	1	0
ARIZONA	27	9	91	20	187	46	48	6
ARKANSAS	4	1	42	1	26	1	0	0
CALIFORNIA	90	6	220	16	246	59	43	9
COLORADO	59	7	30	1	2	1	6	0
CONNECTICUT	36	7	868	5	404	32	63	3
DELAWARE	8	0	39	3	30	4	0	0
DISTRICT OF COLUMBIA	14	4	20	1	47	5	29	0
FLORIDA	84	7	203	28	404	44	40	3
GEORGIA	17	1	108	4	82	1	27	2
HAWAII	14	24	11	24	7	7	9	1
IDAHO	0	0	0	0	0	0	5	0
ILLINOIS	0	0	145	4	615	3	85	0
INDIANA	45	13	66	11	135	5	0	0
IOWA	56	2	42	0	0	0	22	1
KANSAS	25	0	32	0	17	5	11	0
KENTUCKY	26	15	163	30	219	62	25	1
LOUISIANA	22	9	89	29	14	1	66	3
MAINE	8	1	27	3	22	4	17	6
MARYLAND	67	3	186	11	237	2	0	0
MASSACHUSETTS	.	.	81	.	21	.	12	.
MICHIGAN	19	2	0	5	0	0	5	5
MINNESOTA	0	0	147	0	0	0	21	0
MISSISSIPPI	1	3	58	14	28	13	0	0
MISSOURI	0	0	0	0	61	0	36	0
MONTANA	2	1	10	1	3	13	0	1
NEBRASKA	0	1	0	0	6	0	23	0
NEVADA	7	5	4	8	12	6	0	0
NEW HAMPSHIRE	9	2	50	8	100	3	10	1
NEW JERSEY	158	0	574	85	1,769	47	222	6
NEW MEXICO	5	1	29	3	12	2	4	5
NEW YORK	.	.	.	.	.	.	1	.
NORTH CAROLINA	14	48	72	112	119	137	71	11
NORTH DAKOTA	5	8	45	5	12	6	5	0
OHIO	203	2	128	3	0	2	0	0
OKLAHOMA	56	20	64	9	208	30	46	3
OREGON	6	1	44	5	81	6	9	.
PENNSYLVANIA	103	4	138	8	270	16	22	10
PUERTO RICO	0	0	152	0	4	3	20	0
RHODE ISLAND	12	2	36	0	80	0	19	0
SOUTH CAROLINA	5	8	66	6	102	30	18	0
SOUTH DAKOTA	5	17	27	15	12	19	9	3
TENNESSEE	10	2	72	0	28	0	0	0
TEXAS	515	20	.	20	383	0	0	0
UTAH	5	0	10	0	29	0	1	0
VERMONT	8	9	21	3	25	19	4	4
VIRGINIA	28	18	409	32	288	71	12	5
WASHINGTON	.	.	.	2	20	2	0	.
WEST VIRGINIA	9	0	68	7	12	3	13	6
WISCONSIN	0	0	306	4	138	6	40	0
WYOMING	.	.	.	11	28	19	6	6
AMERICAN SAMOA	0	0	3	0	0	0	1	0
GUAM	1	2	8	2	0	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	5	.	5	.	15	.	1
U.S. AND INSULAR AREAS	1,836	291	5,300	593	6,684	763	1,157	109
50 STATES, D.C. & P.R.	1,835	285	5,289	587	6,684	748	1,154	108

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(PEPNNX1A)

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TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

ALL CONDITIONS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,630	1,489	75	1,482	858	5,534
ALASKA	309	40	2	282	73	706
ARIZONA	1,362	116	38	743	132	2,391
ARKANSAS	1,316	372	51	571	74	2,384
CALIFORNIA	4,536	2,231	807	2,511	12,217	22,302
COLORADO	1,411	91	33	657	22	2,214
CONNECTICUT	1,200	60	57	29	5	1,351
DELAWARE	327	115	21	338	57	858
DISTRICT OF COLUMBIA	83	96	16	21	29	245
FLORIDA	3,426	717	399	2,387	1,163	8,092
GEORGIA	1,569	1,094	65	1,527	394	4,649
HAWAII	179	72	6	15	17	289
IDAHO	378	70	15	156	56	675
ILLINOIS	7,039	289	481	3,944	0	11,753
INDIANA	2,725	536	229	1,437	512	5,439
IOWA	1,857	157	26	762	410	3,212
KANSAS	1,271	0	22	507	422	2,222
KENTUCKY	1,884	176	44	1,045	392	3,541
LOUISIANA	700	1,183	53	1,340	994	4,270
MAINE	734	102	30	412	86	1,364
MARYLAND	600	50	373	421	0	1,444
MASSACHUSETTS	4,407	.	249	2,146	.	6,802
MICHIGAN	3,129	254	284	2,431	8,835	14,933
MINNESOTA	6,428	0	0	3,012	0	9,440
MISSISSIPPI	485	1,771	47	703	134	3,140
MISSOURI	2,262	906	66	2,114	1,086	6,434
MONTANA	330	75	3	111	73	592
NEBRASKA	266	36	26	108	245	681
NEVADA	241	146	17	70	13	487
NEW HAMPSHIRE	369	109	28	588	189	1,283
NEW JERSEY	7,283	0	101	3,183	302	10,869
NEW MEXICO	865	75	41	476	285	1,742
NEW YORK	5,950	3,584	649	8,808	0	18,991
NORTH CAROLINA	2,353	1,182	90	1,826	546	5,997
NORTH DAKOTA	233	29	12	102	52	428
OHIO	5,762	206	136	1,396	409	7,909
OKLAHOMA	1,104	96	28	455	133	1,816
OREGON	690	176	10	475	444	1,795
PENNSYLVANIA	6,869	307	240	2,866	6,217	16,499
PUERTO RICO	271	247	544	3,006	0	4,068
RHODE ISLAND	710	0	64	640	247	1,661
SOUTH CAROLINA	967	749	159	753	246	2,874
SOUTH DAKOTA	351	436	11	206	167	1,171
TENNESSEE	206	306	16	562	294	1,384
TEXAS	4,564	5,557	.	3,456	.	13,577
UTAH	1,027	46	22	579	259	1,933
VERMONT	321	28	11	232	23	615
VIRGINIA	1,996	842	76	1,474	600	4,988
WASHINGTON	1,627	249	19	1,382	809	4,086
WEST VIRGINIA	1,545	158	58	784	346	2,891
WISCONSIN	2,792	199	99	711	289	4,090
WYOMING	136	5	8	68	5	222
AMERICAN SAMOA	1	0	1	7	1	10
GUAM	74	0	1	20	12	107
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	45	2	12	58	12	129
U.S. AND INSULAR AREAS	100,195	26,832	5,971	65,395	40,186	238,579
50 STATES, D.C. & P.R.	100,075	26,830	5,957	65,310	40,161	238,333

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

ALL CONDITIONS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	29.45	26.91	1.36	26.78	15.50
ALASKA	43.77	5.67	0.28	39.94	10.34
ARIZONA	56.96	4.85	1.59	31.07	5.52
ARKANSAS	55.20	15.60	2.14	23.95	3.10
CALIFORNIA	20.34	10.00	3.62	11.26	54.78
COLORADO	63.73	4.11	1.49	29.67	0.99
CONNECTICUT	88.82	4.44	4.22	2.15	0.37
DELAWARE	38.11	13.40	2.45	39.39	6.64
DISTRICT OF COLUMBIA	33.88	39.18	6.53	8.57	11.84
FLORIDA	42.34	8.86	4.93	29.50	14.37
GEORGIA	33.75	23.53	1.40	32.85	8.47
HAWAII	61.94	24.91	2.08	5.19	5.88
IDAHO	56.00	10.37	2.22	23.11	8.30
ILLINOIS	59.89	2.46	4.09	33.56	0.00
INDIANA	50.10	9.85	4.21	26.42	9.41
IOWA	57.81	4.89	0.81	23.72	12.76
KANSAS	57.20	0.00	0.99	22.82	18.99
KENTUCKY	53.21	4.97	1.24	29.51	11.07
LOUISIANA	16.39	27.70	1.24	31.38	23.28
MAINE	53.81	7.48	2.20	30.21	6.30
MARYLAND	41.55	3.46	25.83	29.16	0.00
MASSACHUSETTS	64.79	.	3.66	31.55	.
MICHIGAN	20.95	1.70	1.90	16.28	59.16
MINNESOTA	68.09	0.00	0.00	31.91	0.00
MISSISSIPPI	15.45	56.40	1.50	22.39	4.27
MISSOURI	35.16	14.08	1.03	32.86	16.88
MONTANA	55.74	12.67	0.51	18.75	12.33
NEBRASKA	39.06	5.29	3.82	15.86	35.98
NEVADA	49.49	29.98	3.49	14.37	2.67
NEW HAMPSHIRE	28.76	8.50	2.18	45.83	14.73
NEW JERSEY	67.01	0.00	0.93	29.29	2.78
NEW MEXICO	49.66	4.31	2.35	27.32	16.36
NEW YORK	31.33	18.87	3.42	46.38	0.00
NORTH CAROLINA	39.24	19.71	1.50	30.45	9.10
NORTH DAKOTA	54.44	6.78	2.80	23.83	12.15
OHIO	72.85	2.60	1.72	17.65	5.17
OKLAHOMA	60.79	5.29	1.54	25.06	7.32
OREGON	38.44	9.81	0.56	26.46	24.74
PENNSYLVANIA	41.63	1.86	1.45	17.37	37.68
PUERTO RICO	6.66	6.07	13.37	73.89	0.00
RHODE ISLAND	42.75	0.00	3.85	38.53	14.87
SOUTH CAROLINA	33.65	26.06	5.53	26.20	8.56
SOUTH DAKOTA	29.97	37.23	0.94	17.59	14.26
TENNESSEE	14.88	22.11	1.16	40.61	21.24
TEXAS	33.62	40.93	.	25.45	.
UTAH	53.13	2.38	1.14	29.95	13.40
VERMONT	52.20	4.55	1.79	37.72	3.74
VIRGINIA	40.02	16.88	1.52	29.55	12.03
WASHINGTON	39.82	6.09	0.47	33.82	19.80
WEST VIRGINIA	53.44	5.47	2.01	27.12	11.97
WISCONSIN	68.26	4.87	2.42	17.38	7.07
WYOMING	61.26	2.25	3.60	30.63	2.25
AMERICAN SAMOA	10.00	0.00	10.00	70.00	10.00
GUAM	69.16	0.00	0.93	18.69	11.21
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	34.88	1.55	9.30	44.96	9.30
U.S. AND INSULAR AREAS	42.00	11.25	2.50	27.41	16.84
50 STATES, D.C. & P.R.	41.99	11.26	2.50	27.40	16.85

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

LEARNING DISABLED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,052	168	5	497	178	1,900
ALASKA	260	23	0	243	50	576
ARIZONA	932	47	0	511	88	1,578
ARKANSAS	839	189	0	332	45	1,405
CALIFORNIA	2,530	1,172	32	1,559	8,219	13,512
COLORADO	799	13	1	291	7	1,111
CONNECTICUT	766	16	0	10	1	793
DELAWARE	192	34	2	144	24	396
DISTRICT OF COLUMBIA	72	32	0	6	16	126
FLORIDA	1,863	102	0	1,389	692	4,046
GEORGIA	1,054	70	3	400	69	1,596
HAWAII	75	43	0	7	7	132
IDAHO	261	26	1	128	40	456
ILLINOIS	4,091	64	15	1,647	0	5,817
INDIANA	1,518	46	15	684	196	2,459
IOWA	981	41	0	319	215	1,556
KANSAS	774	0	2	340	105	1,221
KENTUCKY	1,040	10	0	457	248	1,755
LOUISIANA	45	520	34	249	117	965
MAINE	421	14	3	144	27	609
MARYLAND	393	19	142	272	0	826
MASSACHUSETTS	1,556	.	88	758	.	2,402
MICHIGAN	2,028	120	29	1,207	4,069	7,453
MINNESOTA	2,395	0	0	1,040	0	3,435
MISSISSIPPI	397	1,038	1	458	79	1,973
MISSOURI	1,544	238	2	944	532	3,260
MONTANA	257	31	0	81	45	414
NEBRASKA	176	11	0	65	152	404
NEVADA	194	96	0	50	10	350
NEW HAMPSHIRE	277	64	5	382	122	850
NEW JERSEY	4,625	0	3	1,817	85	6,530
NEW MEXICO	553	19	4	298	148	1,022
NEW YORK	4,416	1,382	325	5,047	0	11,170
NORTH CAROLINA	1,605	312	7	853	226	3,003
NORTH DAKOTA	147	12	8	61	45	273
OHIO	2,785	41	3	525	145	3,499
OKLAHOMA	686	64	0	314	78	1,142
OREGON	525	106	1	376	279	1,287
PENNSYLVANIA	2,940	39	16	1,207	1,922	6,124
PUERTO RICO	97	29	60	1,064	0	1,250
RHODE ISLAND	591	0	4	476	180	1,251
SOUTH CAROLINA	511	185	6	259	88	1,049
SOUTH DAKOTA	249	255	2	138	67	711
TENNESSEE	92	80	0	233	140	545
TEXAS	3,462	3,191	.	2,446	.	9,099
UTAH	501	5	1	176	59	742
VERMONT	169	2	1	90	11	273
VIRGINIA	1,482	166	4	781	173	2,606
WASHINGTON	1,137	136	2	981	536	2,792
WEST VIRGINIA	999	63	0	412	170	1,644
WISCONSIN	1,520	36	5	250	84	1,895
WYOMING	94	2	0	45	2	143
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	47	0	0	11	8	66
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	38	1	12	31	7	89
U.S. AND INSULAR AREAS	58,053	10,373	844	32,505	19,806	121,581
50 STATES, D.C. & P.R.	57,968	10,372	832	32,463	19,791	121,426

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

LEARNING DISABLED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	55.37	8.84	0.26	26.16	9.37
ALASKA	45.14	3.99	0.00	42.19	8.68
ARIZONA	59.06	2.98	0.00	32.38	5.58
ARKANSAS	59.72	13.45	0.00	23.63	3.20
CALIFORNIA	18.72	8.67	0.24	11.54	60.83
COLORADO	71.92	1.17	0.09	26.19	0.63
CONNECTICUT	96.60	2.02	0.00	1.26	0.13
DELAWARE	48.48	8.59	0.51	36.36	6.06
DISTRICT OF COLUMBIA	57.14	25.40	0.00	4.76	12.70
FLORIDA	46.05	2.52	0.00	34.33	17.10
GEORGIA	66.04	4.39	0.19	25.06	4.32
HAWAII	56.82	32.58	0.00	5.30	5.30
IDAHO	57.24	5.70	0.22	28.07	8.77
ILLINOIS	70.33	1.10	0.26	28.31	0.00
INDIANA	61.73	1.87	0.61	27.82	7.97
IOWA	63.05	2.63	0.00	20.50	13.82
KANSAS	63.39	0.00	0.16	27.85	8.60
KENTUCKY	59.26	0.57	0.00	26.04	14.13
LOUISIANA	4.66	53.89	3.52	25.80	12.12
MAINE	69.13	2.30	0.49	23.65	4.43
MARYLAND	47.58	2.30	17.19	32.93	0.00
MASSACHUSETTS	64.78	.	3.66	31.56	.
MICHIGAN	27.21	1.61	0.39	16.19	54.60
MINNESOTA	69.72	0.00	0.00	30.28	0.00
MISSISSIPPI	20.12	52.61	0.05	23.21	4.00
MISSOURI	47.36	7.30	0.06	28.96	16.32
MONTANA	62.08	7.49	0.00	19.57	10.87
NEBRASKA	43.56	2.72	0.00	16.09	37.62
NEVADA	55.43	27.43	0.00	14.29	2.86
NEW HAMPSHIRE	32.59	7.53	0.59	44.94	14.35
NEW JERSEY	70.83	0.00	0.05	27.83	1.30
NEW MEXICO	54.11	1.86	0.39	29.16	14.48
NEW YORK	39.53	12.37	2.91	45.18	0.00
NORTH CAROLINA	53.45	10.39	0.23	28.40	7.53
NORTH DAKOTA	53.85	4.40	2.93	22.34	16.48
OHIO	79.59	1.17	0.09	15.00	4.14
OKLAHOMA	60.07	5.60	0.00	27.50	6.83
OREGON	40.79	8.24	0.08	29.22	21.68
PENNSYLVANIA	48.01	0.64	0.26	19.71	31.38
PUERTO RICO	7.76	2.32	4.80	85.12	0.00
RHODE ISLAND	47.24	0.00	0.32	38.05	14.39
SOUTH CAROLINA	48.71	17.64	0.57	24.69	8.39
SOUTH DAKOTA	35.02	35.86	0.28	19.41	9.42
TENNESSEE	16.88	14.68	0.00	42.75	25.69
TEXAS	38.05	35.07	.	26.88	.
UTAH	67.52	0.67	0.13	23.72	7.95
VERMONT	61.90	0.73	0.37	32.97	4.03
VIRGINIA	56.87	6.37	0.15	29.97	6.64
WASHINGTON	40.72	4.87	0.07	35.14	19.20
WEST VIRGINIA	60.77	3.83	0.00	25.06	10.34
WISCONSIN	80.21	1.90	0.26	13.19	4.43
WYOMING	65.73	1.40	0.00	31.47	1.40
AMERICAN SAMOA	.	.	.	.	.
GUAM	71.21	0.00	0.00	16.67	12.12
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	42.70	1.12	13.48	34.83	7.87
U.S. AND INSULAR AREAS	47.75	8.53	0.69	26.74	16.29
50 STATES, D.C. & P.R.	47.74	8.54	0.69	26.73	16.30

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

SPEECH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	19	11	0	9	54	93
ALASKA	5	0	0	2	4	11
ARIZONA	31	12	0	5	2	50
ARKANSAS	12	13	0	3	2	30
CALIFORNIA	209	98	13	131	687	1,138
COLORADO	23	0	1	9	3	36
CONNECTICUT	23	0	0	0	0	23
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	144	4	3	47	64	262
GEORGIA	44	22	3	18	14	101
HAWAII	4	0	0	0	1	5
IDAHO	5	1	0	0	0	6
ILLINOIS	250	12	2	45	0	309
INDIANA	101	81	13	9	46	250
IOWA	6	2	0	1	1	10
KANSAS	17	0	14	25	2	58
KENTUCKY	71	16	7	21	2	117
LOUISIANA	5	10	2	15	21	53
MAINE	16	0	0	4	3	23
MARYLAND	6	0	2	1	0	9
MASSACHUSETTS	1,016	.	57	494	.	1,567
MICHIGAN	70	19	1	31	509	630
MINNESOTA	84	0	0	30	0	114
MISSISSIPPI	45	45	1	23	4	118
MISSOURI	66	262	0	80	60	468
MONTANA	7	8	3	4	4	26
NEBRASKA	5	0	0	1	32	38
NEVADA	0	4	0	0	0	4
NEW HAMPSHIRE	11	1	1	13	7	33
NEW JERSEY	323	0	3	59	18	403
NEW MEXICO	99	1	2	53	20	175
NEW YORK	55	9	1	41	0	106
NORTH CAROLINA	30	9	0	19	14	72
NORTH DAKOTA	3	2	0	1	1	7
OHIO	111	1	0	6	7	125
OKLAHOMA	22	0	0	2	5	29
OREGON	30	10	0	8	12	60
PENNSYLVANIA	375	85	3	474	2,342	3,279
PUERTO RICO	13	3	8	76	0	100
RHODE ISLAND	7	0	0	2	3	12
SOUTH CAROLINA	18	3	0	7	5	33
SOUTH DAKOTA	20	33	0	8	6	67
TENNESSEE	26	15	0	40	15	96
TEXAS	70	21	.	15	.	106
UTAH	38	0	0	5	1	44
VERMONT	24	0	0	10	4	38
VIRGINIA	57	9	0	7	5	78
WASHINGTON	12	15	0	6	19	52
WEST VIRGINIA	30	16	0	10	1	57
WISCONSIN	48	1	0	9	9	67
WYOMING	12	0	0	2	0	14
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	1	1
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	0	1	2
U.S. AND INSULAR AREAS	3,719	854	140	1,881	4,011	10,605
50 STATES, D.C. & P.R.	3,718	854	140	1,881	4,009	10,602

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

SPEECH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	20.43	11.83	0.00	9.68	58.06
ALASKA	45.45	0.00	0.00	18.18	36.36
ARIZONA	62.00	24.00	0.00	10.00	4.00
ARKANSAS	40.00	43.33	0.00	10.00	6.67
CALIFORNIA	18.37	8.61	1.14	11.51	60.37
COLORADO	63.89	0.00	2.78	25.00	8.33
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	54.96	1.53	1.15	17.94	24.43
GEORGIA	43.56	21.78	2.97	17.82	13.86
HAWAII	80.00	0.00	0.00	0.00	20.00
IDAHO	83.33	16.67	0.00	0.00	0.00
ILLINOIS	80.91	3.88	0.65	14.56	0.00
INDIANA	40.40	32.40	5.20	3.60	18.40
IOWA	60.00	20.00	0.00	10.00	10.00
KANSAS	29.31	0.00	24.14	43.10	3.45
KENTUCKY	60.68	13.68	5.98	17.95	1.71
LOUISIANA	9.43	18.87	3.77	28.30	39.62
MAINE	69.57	0.00	0.00	17.39	13.04
MARYLAND	66.67	0.00	22.22	11.11	0.00
MASSACHUSETTS	64.84	.	3.64	31.53	.
MICHIGAN	11.11	3.02	0.16	4.92	80.79
MINNESOTA	73.68	0.00	0.00	26.32	0.00
MISSISSIPPI	38.14	38.14	0.85	19.49	3.39
MISSOURI	14.10	55.90	0.00	17.09	12.82
MONTANA	26.92	30.77	11.54	15.38	15.38
NEBRASKA	13.16	0.00	0.00	2.63	84.21
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	33.33	3.03	3.03	39.39	21.21
NEW JERSEY	80.15	0.00	0.74	14.64	4.47
NEW MEXICO	56.57	0.57	1.14	30.29	11.43
NEW YORK	51.89	8.49	0.94	38.68	0.00
NORTH CAROLINA	41.67	12.50	0.00	26.39	19.44
NORTH DAKOTA	42.86	28.57	0.00	14.29	14.29
OHIO	88.80	0.80	0.00	4.80	5.60
OKLAHOMA	75.86	0.00	0.00	6.90	17.24
OREGON	50.00	16.67	0.00	13.33	20.00
PENNSYLVANIA	11.44	2.59	0.09	14.46	71.42
PUERTO RICO	13.00	3.00	8.00	76.00	0.00
RHODE ISLAND	58.33	0.00	0.00	16.67	25.00
SOUTH CAROLINA	54.55	9.09	0.00	21.21	15.15
SOUTH DAKOTA	29.85	49.25	0.00	11.94	8.96
TENNESSEE	27.08	15.63	0.00	41.67	15.63
TEXAS	66.04	19.81	.	14.15	.
UTAH	86.36	0.00	0.00	11.36	2.27
VERMONT	63.16	0.00	0.00	26.32	10.53
VIRGINIA	73.08	11.54	0.00	8.97	6.41
WASHINGTON	23.08	28.85	0.00	11.54	36.54
WEST VIRGINIA	52.63	28.07	0.00	17.54	1.75
WISCONSIN	71.64	1.49	0.00	13.43	13.43
WYOMING	85.71	0.00	0.00	14.29	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	0.00	0.00	0.00	50.00
U.S. AND INSULAR AREAS	35.07	8.05	1.32	17.74	37.82
50 STATES, D.C. & P.R.	35.07	8.06	1.32	17.74	37.81

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

MENTALLY RETARDED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	437	1,238	53	787	196	2,711
ALASKA	8	14	1	4	6	33
ARIZONA	198	39	30	45	14	326
ARKANSAS	393	161	49	211	24	838
CALIFORNIA	974	539	537	401	1,436	3,887
COLORADO	151	59	14	37	3	264
CONNECTICUT	82	31	48	2	0	163
DELAWARE	34	55	15	23	1	128
DISTRICT OF COLUMBIA	3	42	7	3	11	66
FLORIDA	886	294	333	315	172	2,000
GEORGIA	204	886	11	789	91	1,981
HAWAII	8	13	4	3	3	31
IDAHO	82	39	13	18	13	165
ILLINOIS	1,335	149	346	594	0	2,424
INDIANA	804	333	171	548	178	2,034
IOWA	588	77	14	164	58	901
KANSAS	328	0	11	89	49	477
KENTUCKY	748	135	38	554	95	1,570
LOUISIANA	523	502	4	789	532	2,350
MAINE	147	64	10	47	9	277
MARYLAND	1	0	0	1	0	2
MASSACHUSETTS	933	.	53	455	.	1,441
MICHIGAN	403	74	203	264	873	1,817
MINNESOTA	968	0	0	1,109	0	2,077
MISSISSIPPI	29	671	42	210	47	999
MISSOURI	414	328	52	660	250	1,704
MONTANA	35	16	0	13	8	72
NEBRASKA	68	12	20	24	24	148
NEVADA	2	21	14	6	3	46
NEW HAMPSHIRE	25	20	13	26	14	98
NEW JERSEY	519	0	44	129	32	724
NEW MEXICO	102	41	22	30	13	208
NEW YORK	128	1,527	151	705	0	2,511
NORTH CAROLINA	373	768	42	528	143	1,854
NORTH DAKOTA	66	10	4	16	1	97
OHIO	2,260	77	31	673	195	3,236
OKLAHOMA	306	30	19	108	37	500
OREGON	60	34	4	25	41	164
PENNSYLVANIA	1,541	167	118	651	871	3,348
PUERTO RICO	58	180	330	1,380	0	1,948
RHODE ISLAND	46	0	33	17	10	106
SOUTH CAROLINA	294	515	134	345	110	1,398
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	27	136	15	210	58	446
TEXAS	200	1,308	.	284	.	1,792
UTAH	121	23	13	43	17	217
VERMONT	96	22	6	85	6	215
VIRGINIA	162	555	64	334	50	1,165
WASHINGTON	244	63	17	121	77	522
WEST VIRGINIA	420	77	49	265	74	885
WISCONSIN	464	72	33	69	58	696
WYOMING	7	2	5	7	0	21
AMERICAN SAMOA	1	0	1	5	1	8
GUAM	25	0	0	7	1	33
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	4	0	0	13	0	17
U.S. AND INSULAR AREAS	18,335	11,419	3,241	14,241	5,905	53,141
50 STATES, D.C. & P.R.	18,305	11,419	3,240	14,216	5,903	53,083

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

MENTALLY RETARDED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	16.12	45.67	1.95	29.03	7.23
ALASKA	24.24	42.42	3.03	12.12	18.18
ARIZONA	60.74	11.96	9.20	13.80	4.29
ARKANSAS	46.90	19.21	5.85	25.18	2.86
CALIFORNIA	25.06	13.87	13.82	10.32	36.94
COLORADO	57.20	22.35	5.30	14.02	1.14
CONNECTICUT	50.31	19.02	29.45	1.23	0.00
DELAWARE	26.56	42.97	11.72	17.97	0.78
DISTRICT OF COLUMBIA	4.55	63.64	10.61	4.55	16.67
FLORIDA	44.30	14.70	16.65	15.75	8.60
GEORGIA	10.30	44.72	0.56	39.83	4.59
HAWAII	25.81	41.94	12.90	9.68	9.68
IDAHO	49.70	23.64	7.88	10.91	7.88
ILLINOIS	55.07	6.15	14.27	24.50	0.00
INDIANA	39.53	16.37	8.41	26.94	8.75
IOWA	65.26	8.55	1.55	18.20	6.44
KANSAS	68.76	0.00	2.31	18.66	10.27
KENTUCKY	47.64	8.60	2.42	35.29	6.05
LOUISIANA	22.26	21.36	0.17	33.57	22.64
MAINE	53.07	23.10	3.61	16.97	3.25
MARYLAND	50.00	0.00	0.00	50.00	0.00
MASSACHUSETTS	64.75	.	3.68	31.58	.
MICHIGAN	22.18	4.07	11.17	14.53	48.05
MINNESOTA	46.61	0.00	0.00	53.39	0.00
MISSISSIPPI	2.90	67.17	4.20	21.02	4.70
MISSOURI	24.30	19.25	3.05	38.73	14.67
MONTANA	48.61	22.22	0.00	18.06	11.11
NEBRASKA	45.95	8.11	13.51	16.22	16.22
NEVADA	4.35	45.65	30.43	13.04	6.52
NEW HAMPSHIRE	25.51	20.41	13.27	26.53	14.29
NEW JERSEY	71.69	0.00	6.08	17.82	4.42
NEW MEXICO	49.04	19.71	10.58	14.42	6.25
NEW YORK	5.10	60.81	6.01	28.08	0.00
NORTH CAROLINA	20.12	41.42	2.27	28.48	7.71
NORTH DAKOTA	68.04	10.31	4.12	16.49	1.03
OHIO	69.84	2.36	0.96	20.80	6.03
OKLAHOMA	61.20	6.00	3.80	21.60	7.40
OREGON	36.59	20.73	2.44	15.24	25.00
PENNSYLVANIA	46.03	4.99	3.52	19.44	26.02
PUERTO RICO	2.98	9.24	16.94	70.84	0.00
RHODE ISLAND	43.40	0.00	31.13	16.04	9.43
SOUTH CAROLINA	21.03	36.84	9.59	24.68	7.87
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	6.05	30.49	3.36	47.09	13.00
TEXAS	11.16	72.99	.	15.85	.
UTAH	55.76	10.60	5.99	19.82	7.83
VERMONT	44.65	10.23	2.79	39.53	2.79
VIRGINIA	13.91	47.64	5.49	28.67	4.29
WASHINGTON	46.74	12.07	3.26	23.18	14.75
WEST VIRGINIA	47.46	8.70	5.54	29.94	8.36
WISCONSIN	66.67	10.34	4.74	9.91	8.33
WYOMING	33.33	9.52	23.81	33.33	0.00
AMERICAN SAMOA	12.50	0.00	12.50	62.50	12.50
GUAM	75.76	0.00	0.00	21.21	3.03
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	23.53	0.00	0.00	76.47	0.00
U.S. AND INSULAR AREAS	34.50	21.49	6.10	26.80	11.11
50 STATES, D.C. & P.R.	34.48	21.51	6.10	26.78	11.12

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	68	13	1	163	417	662
ALASKA	17	0	0	31	10	58
ARIZONA	84	4	0	148	11	247
ARKANSAS	8	1	0	9	3	21
CALIFORNIA	202	97	23	113	556	991
COLORADO	295	9	4	280	4	592
CONNECTICUT	306	15	2	17	4	344
DELAWARE	52	7	1	123	27	210
DISTRICT OF COLUMBIA	7	0	0	11	2	20
FLORIDA	270	194	4	547	193	1,208
GEORGIA	220	68	48	430	203	969
HAWAII	8	3	0	2	3	16
IDAHO	7	1	0	7	0	15
ILLINOIS	1,290	46	82	1,577	0	2,995
INDIANA	93	18	2	150	74	337
IOWA	179	30	0	274	119	602
KANSAS	109	0	1	125	286	521
KENTUCKY	71	1	0	68	43	183
LOUISIANA	30	32	6	141	150	359
MAINE	84	12	8	204	42	350
MARYLAND	41	2	26	47	0	116
MASSACHUSETTS	604	.	34	295	.	933
MICHIGAN	412	35	25	865	2,901	4,238
MINNESOTA	785	0	0	569	0	1,354
MISSISSIPPI	2	4	1	5	2	14
MISSOURI	126	48	2	414	228	818
MONTANA	13	3	0	13	12	41
NEBRASKA	0	10	1	15	21	47
NEVADA	15	8	0	13	0	36
NEW HAMPSHIRE	31	16	1	151	41	240
NEW JERSEY	1,304	0	13	1,039	161	2,517
NEW MEXICO	60	8	9	78	92	247
NEW YORK	963	353	103	2,834	0	4,253
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	7	2	0	22	5	36
OHIO	152	7	4	143	41	347
OKLAHOMA	19	0	0	28	13	60
OREGON	35	16	0	52	72	175
PENNSYLVANIA	1,116	6	56	482	922	2,582
PUERTO RICO	9	1	9	89	0	108
RHODE ISLAND	39	0	5	126	47	217
SOUTH CAROLINA	63	21	0	117	40	241
SOUTH DAKOTA	10	50	1	34	54	149
TENNESSEE	28	2	0	45	23	98
TEXAS	372	462	.	543	.	1,377
UTAH	258	0	5	255	148	666
VERMONT	16	2	1	44	2	65
VIRGINIA	191	69	3	316	364	943
WASHINGTON	73	10	0	219	126	428
WEST VIRGINIA	57	0	5	87	97	246
WISCONSIN	348	16	11	307	90	772
WYOMING	1	0	1	9	3	14
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	2	1	4
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	5	3	9
U.S. AND INSULAR AREAS	10,552	1,702	498	13,683	7,656	34,091
50 STATES, D.C. & P.R.	10,550	1,702	498	13,676	7,652	34,078

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	10.27	1.96	0.15	24.62	62.99
ALASKA	29.31	0.00	0.00	53.45	17.24
ARIZONA	34.01	1.62	0.00	59.92	4.45
ARKANSAS	38.10	4.76	0.00	42.86	14.29
CALIFORNIA	20.38	9.79	2.32	11.40	56.10
COLORADO	49.83	1.52	0.68	47.30	0.68
CONNECTICUT	88.95	4.36	0.58	4.94	1.16
DELAWARE	24.76	3.33	0.48	58.57	12.86
DISTRICT OF COLUMBIA	35.00	0.00	0.00	55.00	10.00
FLORIDA	22.35	16.06	0.33	45.28	15.98
GEORGIA	22.70	7.02	4.95	44.38	20.95
HAWAII	50.00	18.75	0.00	12.50	18.75
IDAHO	46.67	6.67	0.00	46.67	0.00
ILLINOIS	43.07	1.54	2.74	52.65	0.00
INDIANA	27.60	5.34	0.59	44.51	21.96
IOWA	29.73	4.98	0.00	45.51	19.77
KANSAS	20.92	0.00	0.19	23.99	54.89
KENTUCKY	38.80	0.55	0.00	37.16	23.50
LOUISIANA	8.36	8.91	1.67	39.28	41.78
MAINE	24.00	3.43	2.29	58.29	12.00
MARYLAND	35.34	1.72	22.41	40.52	0.00
MASSACHUSETTS	64.74	.	3.64	31.62	.
MICHIGAN	9.72	0.83	0.59	20.41	68.45
MINNESOTA	57.98	0.00	0.00	42.02	0.00
MISSISSIPPI	14.29	28.57	7.14	35.71	14.29
MISSOURI	15.40	5.87	0.24	50.61	27.87
MONTANA	31.71	7.32	0.00	31.71	29.27
NEBRASKA	0.00	21.28	2.13	31.91	44.68
NEVADA	41.67	22.22	0.00	36.11	0.00
NEW HAMPSHIRE	12.92	6.67	0.42	62.92	17.08
NEW JERSEY	51.81	0.00	0.52	41.28	6.40
NEW MEXICO	24.29	3.24	3.64	31.58	37.25
NEW YORK	22.64	8.30	2.42	66.64	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	19.44	5.56	0.00	61.11	13.89
OHIO	43.80	2.02	1.15	41.21	11.82
OKLAHOMA	31.67	0.00	0.00	46.67	21.67
OREGON	20.00	9.14	0.00	29.71	41.14
PENNSYLVANIA	43.22	0.23	2.17	18.67	35.71
PUERTO RICO	8.33	0.93	8.33	82.41	0.00
RHODE ISLAND	17.97	0.00	2.30	58.06	21.66
SOUTH CAROLINA	26.14	8.71	0.00	48.55	16.60
SOUTH DAKOTA	6.71	33.56	0.67	22.82	36.24
TENNESSEE	28.57	2.04	0.00	45.92	23.47
TEXAS	27.02	33.55	.	39.43	.
UTAH	38.74	0.00	0.75	38.29	22.22
VERMONT	24.62	3.08	1.54	67.69	3.08
VIRGINIA	20.25	7.32	0.32	33.51	38.60
WASHINGTON	17.06	2.34	0.00	51.17	29.44
WEST VIRGINIA	23.17	0.00	2.03	35.37	39.43
WISCONSIN	45.06	2.07	1.42	39.77	11.68
WYOMING	7.14	0.00	7.14	64.29	21.43
AMERICAN SAMOA	.	.	.	.	.
GUAM	25.00	0.00	0.00	50.00	25.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11.11	0.00	0.00	55.56	33.33
U.S. AND INSULAR AREAS	30.95	4.99	1.46	40.14	22.46
50 STATES, D.C. & P.R.	30.96	4.99	1.46	40.13	22.45

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1987-88
BY BASIS OF EXIT

HARD OF HEARING AND DEAF

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	21	21	0	15	4	61
ALASKA	11	0	0	2	1	14
ARIZONA	31	0	0	5	2	38
ARKANSAS	26	0	0	3	0	29
CALIFORNIA	112	55	10	54	243	474
COLORADO	35	0	0	3	0	38
CONNECTICUT	21	1	2	0	0	24
DELAWARE	10	0	0	0	1	11
DISTRICT OF COLUMBIA	0	1	0	0	0	1
FLORIDA	108	14	2	79	12	215
GEORGIA	17	22	0	13	14	66
HAWAII	5	8	1	3	2	19
IDAHO	7	0	1	1	1	10
ILLINOIS	144	5	2	21	0	172
INDIANA	59	15	0	10	2	86
IOWA	53	1	0	1	4	59
KANSAS	27	0	0	4	1	32
KENTUCKY	15	0	0	3	1	19
LOUISIANA	16	14	1	6	6	43
MAINE	18	0	0	2	0	20
MARYLAND	125	28	149	85	0	387
MASSACHUSETTS	48	.	2	18	0	68
MICHIGAN	72	2	0	16	67	157
MINNESOTA	73	0	0	83	0	156
MISSISSIPPI	8	12	1	2	1	24
MISSOURI	42	8	0	4	4	58
MONTANA	11	1	0	0	0	12
NEBRASKA	0	3	0	0	5	8
NEVADA	1	5	0	1	0	7
NEW HAMPSHIRE	9	2	1	3	0	15
NEW JERSEY	153	0	0	9	0	162
NEW MEXICO	16	1	1	4	1	23
NEW YORK	115	36	4	39	0	194
NORTH CAROLINA	60	34	0	9	11	114
NORTH DAKOTA	1	0	0	1	0	2
OHIO	113	0	2	7	4	126
OKLAHOMA	32	0	0	2	0	34
OREGON	13	2	0	3	10	28
PENNSYLVANIA	628	3	43	19	83	776
PUERTO RICO	22	25	31	57	0	135
RHODE ISLAND	12	0	1	4	1	18
SOUTH CAROLINA	43	17	0	11	1	72
SOUTH DAKOTA	6	52	0	4	5	67
TENNESSEE	8	11	0	12	16	47
TEXAS	51	83	.	18	.	152
UTAH	42	0	0	11	0	53
VERMONT	7	0	0	1	0	8
VIRGINIA	25	17	1	5	3	51
WASHINGTON	17	5	0	4	16	42
WEST VIRGINIA	19	2	0	3	0	24
WISCONSIN	23	0	0	0	0	23
WYOMING	8	0	1	2	0	11
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	2	0	3
U.S. AND INSULAR AREAS	2,541	506	256	684	522	4,489
50 STATES, D.C. & P.R.	2,539	506	256	682	522	4,485

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

HARD OF HEARING AND DEAF

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	34.43	34.43	0.00	24.59	6.56
ALASKA	78.57	0.00	0.00	14.29	7.14
ARIZONA	81.58	0.00	0.00	13.16	5.26
ARKANSAS	89.66	0.00	0.00	10.34	0.00
CALIFORNIA	23.63	11.60	2.11	11.39	51.27
COLORADO	92.11	0.00	0.00	7.89	0.00
CONNECTICUT	87.50	4.17	8.33	0.00	0.00
DELAWARE	90.91	0.00	0.00	0.00	9.09
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	50.23	6.51	0.93	36.74	5.58
GEORGIA	25.76	33.33	0.00	19.70	21.21
HAWAII	26.32	42.11	5.26	15.79	10.53
IDAHO	70.00	0.00	10.00	10.00	10.00
ILLINOIS	83.72	2.91	1.16	12.21	0.00
INDIANA	68.60	17.44	0.00	11.63	2.33
IOWA	89.83	1.69	0.00	1.69	6.78
KANSAS	84.38	0.00	0.00	12.50	3.13
KENTUCKY	78.95	0.00	0.00	15.79	5.26
LOUISIANA	37.21	32.56	2.33	13.95	13.95
MAINE	90.00	0.00	0.00	10.00	0.00
MARYLAND	32.30	7.24	38.50	21.96	0.00
MASSACHUSETTS	70.59	.	2.94	26.47	.
MICHIGAN	45.86	1.27	0.00	10.19	42.68
MINNESOTA	46.79	0.00	0.00	53.21	0.00
MISSISSIPPI	33.33	50.00	4.17	8.33	4.17
MISSOURI	72.41	13.79	0.00	6.90	6.90
MONTANA	91.67	8.33	0.00	0.00	0.00
NEBRASKA	0.00	37.50	0.00	0.00	62.50
NEVADA	14.29	71.43	0.00	14.29	0.00
NEW HAMPSHIRE	60.00	13.33	6.67	20.00	0.00
NEW JERSEY	94.44	0.00	0.00	5.56	0.00
NEW MEXICO	69.57	4.35	4.35	17.39	4.35
NEW YORK	59.28	18.56	2.06	20.10	0.00
NORTH CAROLINA	52.63	29.82	0.00	7.89	9.65
NORTH DAKOTA	50.00	0.00	0.00	50.00	0.00
OHIO	89.68	0.00	1.59	5.56	3.17
OKLAHOMA	94.12	0.00	0.00	5.88	0.00
OREGON	46.43	7.14	0.00	10.71	35.71
PENNSYLVANIA	80.93	0.39	5.54	2.45	10.70
PUERTO RICO	16.30	18.52	22.96	42.22	0.00
RHODE ISLAND	66.67	0.00	5.56	22.22	5.56
SOUTH CAROLINA	59.72	23.61	0.00	15.28	1.39
SOUTH DAKOTA	8.96	77.61	0.00	5.97	7.46
TENNESSEE	17.02	23.40	0.00	25.53	34.04
TEXAS	33.55	54.61	.	11.84	.
UTAH	79.25	0.00	0.00	20.75	0.00
VERMONT	87.50	0.00	0.00	12.50	0.00
VIRGINIA	49.02	33.33	1.96	9.80	5.88
WASHINGTON	40.48	11.90	0.00	9.52	38.10
WEST VIRGINIA	79.17	8.33	0.00	12.50	0.00
WISCONSIN	100.00	0.00	0.00	0.00	0.00
WYOMING	72.73	0.00	9.09	18.18	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	0.00	0.00	66.67	0.00
U.S. AND INSULAR AREAS	56.61	11.27	5.70	14.79	11.63
50 STATES, D.C. & P.R.	56.61	11.28	5.71	14.76	11.64

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1987-88
BY BASIS OF EXIT

MULTIHANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	26	14	5	4	49
ALASKA	1	3	1	0	2	7
ARIZONA	28	12	7	16	8	71
ARKANSAS	8	4	1	2	0	15
CALIFORNIA	185	102	99	77	274	737
COLORADO	58	7	12	29	5	111
CONNECTICUT	4	2	4	0	0	10
DELAWARE	0	4	1	1	0	6
DISTRICT OF COLUMBIA	0	7	1	0	0	8
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	1	1	0	0	0	2
IDAHO	0	1	0	0	0	1
ILLINOIS	.	.	.	.	.	.
INDIANA	70	34	25	14	11	154
IOWA	13	8	12	1	0	34
KANSAS	2	0	2	2	1	7
KENTUCKY	17	14	4	6	7	48
LOUISIANA	8	7	5	43	4	67
MAINE	28	12	9	6	2	49
MARYLAND	11	1	43	12	0	67
MASSACHUSETTS	96	.	5	47	.	148
MICHIGAN	7	0	19	3	47	76
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	4	0	0	0	4
MISSOURI	0	8	8	4	4	24
MONTANA	0	2	0	0	0	2
NEBRASKA	1	0	4	1	2	8
NEVADA	0	11	2	0	0	13
NEW HAMPSHIRE	1	1	6	4	0	12
NEW JERSEY	210	0	35	88	6	339
NEW MEXICO	18	5	3	8	5	39
NEW YORK	50	162	49	86	0	347
NORTH CAROLINA	2	18	27	8	7	62
NORTH DAKOTA	.	.	.	.	.	.
OHIO	128	77	94	17	12	328
OKLAHOMA	10	2	9	1	0	22
OREGON	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	5	1	69	39	0	114
RHODE ISLAND	2	0	9	0	1	12
SOUTH CAROLINA	0	3	6	1	0	10
SOUTH DAKOTA	1	1	3	3	6	14
TENNESSEE	0	31	0	0	5	36
TEXAS	4	127	.	20	.	151
UTAH	10	18	0	2	3	33
VERMONT	1	0	2	0	0	3
VIRGINIA	2	15	0	5	1	23
WASHINGTON	36	4	0	12	8	60
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	364	59	49	76	47	595
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	0	0	1	0	1	2
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,374	794	640	640	473	3,921
50 STATES, D.C. & P.R.	1,374	794	639	639	472	3,918

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXMP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

MULTIHANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	0.00	53.06	28.57	10.20	8.16
ALASKA	14.29	42.86	14.29	0.00	28.57
ARIZONA	39.44	16.90	9.86	22.54	11.27
ARKANSAS	53.33	26.67	6.67	13.33	0.00
CALIFORNIA	25.10	13.84	13.43	10.45	37.18
COLORADO	52.25	6.31	10.81	26.13	4.50
CONNECTICUT	40.00	20.00	40.00	0.00	0.00
DELAWARE	0.00	66.67	16.67	16.67	0.00
DISTRICT OF COLUMBIA	0.00	87.50	12.50	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	50.00	50.00	0.00	0.00	0.00
IDAHO	0.00	100.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	45.45	22.08	16.23	9.09	7.14
IOWA	38.24	23.53	35.29	2.94	0.00
KANSAS	28.57	0.00	28.57	28.57	14.29
KENTUCKY	35.42	29.17	8.33	12.50	14.58
LOUISIANA	11.94	10.45	7.46	64.18	5.97
MAINE	40.82	24.49	18.37	12.24	4.08
MARYLAND	16.42	1.49	64.18	17.91	0.00
MASSACHUSETTS	64.86	.	3.38	31.76	.
MICHIGAN	9.21	0.00	25.00	3.95	61.84
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	100.00	0.00	0.00	0.00
MISSOURI	0.00	33.33	33.33	16.67	16.67
MONTANA	0.00	100.00	0.00	0.00	0.00
NEBRASKA	12.50	0.00	50.00	12.50	25.00
NEVADA	0.00	84.62	15.38	0.00	0.00
NEW HAMPSHIRE	8.33	8.33	50.00	33.33	0.00
NEW JERSEY	61.95	0.00	10.32	25.96	1.77
NEW MEXICO	46.15	12.82	7.69	20.51	12.82
NEW YORK	14.41	46.69	14.12	24.78	0.00
NORTH CAROLINA	3.23	29.03	43.55	12.90	11.29
NORTH DAKOTA	.	.	.	.	.
OHIO	39.02	23.48	28.66	5.18	3.66
OKLAHOMA	45.45	9.09	40.91	4.55	0.00
OREGON	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	4.39	0.88	60.53	34.21	0.00
RHODE ISLAND	16.67	0.00	75.00	0.00	8.33
SOUTH CAROLINA	0.00	30.00	60.00	10.00	0.00
SOUTH DAKOTA	7.14	7.14	21.43	21.43	42.86
TENNESSEE	0.00	86.11	0.00	0.00	13.89
TEXAS	2.65	84.11	.	13.25	.
UTAH	30.30	54.55	0.00	6.06	9.09
VERMONT	33.33	0.00	66.67	0.00	0.00
VIRGINIA	8.70	65.22	0.00	21.74	4.35
WASHINGTON	60.00	6.67	0.00	20.00	13.33
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	61.18	9.92	8.24	12.77	7.90
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00
GUAM	0.00	0.00	50.00	0.00	50.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	35.04	20.25	16.32	16.32	12.06
50 STATES, D.C. & P.R.	35.07	20.27	16.31	16.31	12.05

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXMP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	13	6	1	1	2	23
ALASKA	2	0	0	0	0	2
ARIZONA	28	0	1	3	0	32
ARKANSAS	1	0	0	0	0	1
CALIFORNIA	143	74	41	67	281	606
COLORADO	25	1	0	5	0	31
CONNECTICUT	1	0	0	0	0	1
DELAWARE	7	11	1	5	1	25
DISTRICT OF COLUMBIA	0	1	1	0	0	2
FLORIDA	80	63	3	6	15	167
GEORGIA	7	9	0	4	0	20
HAWAII	3	2	0	0	1	6
IDAHO	9	0	0	1	1	11
ILLINOIS	141	4	19	20	0	184
INDIANA	31	2	0	14	1	48
IOWA	29	2	0	1	11	43
KANSAS	6	0	1	0	2	9
KENTUCKY	14	0	0	0	1	15
LOUISIANA	28	40	0	17	3	88
MAINE	7	0	0	0	1	8
MARYLAND	8	0	1	0	0	9
MASSACHUSETTS	49	.	3	23	.	75
MICHIGAN	105	4	4	25	192	330
MINNESOTA	66	0	0	88	0	154
MISSISSIPPI	2	1	1	4	1	9
MISSOURI	28	10	2	6	0	46
MONTANA	1	0	0	0	0	1
NEBRASKA	12	0	1	2	9	24
NEVADA	22	0	0	0	0	22
NEW HAMPSHIRE	3	3	0	2	0	8
NEW JERSEY	78	0	3	12	0	93
NEW MEXICO	12	0	0	1	2	15
NEW YORK	77	30	3	4	0	114
NORTH CAROLINA	45	7	1	1	4	58
NORTH DAKOTA	3	1	0	1	0	5
OHIO	162	3	1	17	4	187
OKLAHOMA	11	0	0	0	0	11
OREGON	9	3	0	2	3	17
PENNSYLVANIA	60	1	4	23	39	127
PUERTO RICO	14	0	8	53	0	75
RHODE ISLAND	3	0	9	1	0	13
SOUTH CAROLINA	26	6	0	4	0	36
SOUTH DAKOTA	50	24	5	19	26	124
TENNESSEE	13	16	0	3	8	40
TEXAS	94	87	.	23	.	204
UTAH	43	0	1	82	30	156
VERMONT	3	1	0	0	0	4
VIRGINIA	14	2	3	1	1	21
WASHINGTON	20	3	0	2	2	27
WEST VIRGINIA	12	0	3	4	2	21
WISCONSIN	19	0	0	0	0	19
WYOMING	6	0	0	2	0	8
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	0	7	1	9
U.S. AND INSULAR AREAS	1,645	418	121	556	644	3,384
50 STATES, D.C. & P.R.	1,645	417	121	549	643	3,375

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	56.52	26.09	4.35	4.35	8.70
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	87.50	0.00	3.13	9.38	0.00
ARKANSAS	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	23.60	12.21	6.77	11.06	46.37
COLORADO	80.65	3.23	0.00	16.13	0.00
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	28.00	44.00	4.00	20.00	4.00
DISTRICT OF COLUMBIA	0.00	50.00	50.00	0.00	0.00
FLORIDA	47.90	37.72	1.80	3.59	8.98
GEORGIA	35.00	45.00	0.00	20.00	0.00
HAWAII	50.00	33.33	0.00	0.00	16.67
IDAHO	81.82	0.00	0.00	9.09	9.09
ILLINOIS	76.63	2.17	10.33	10.87	0.00
INDIANA	64.58	4.17	0.00	29.17	2.08
IOWA	67.44	4.65	0.00	2.33	25.58
KANSAS	66.67	0.00	11.11	0.00	22.22
KENTUCKY	93.33	0.00	0.00	0.00	6.67
LOUISIANA	31.82	45.45	0.00	19.32	3.41
MAINE	87.50	0.00	0.00	0.00	12.50
MARYLAND	88.89	0.00	11.11	0.00	0.00
MASSACHUSETTS	65.33	.	4.00	30.67	.
MICHIGAN	31.82	1.21	1.21	7.58	58.18
MINNESOTA	42.86	0.00	0.00	57.14	0.00
MISSISSIPPI	22.22	11.11	11.11	44.44	11.11
MISSOURI	60.87	21.74	4.35	13.04	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	50.00	0.00	4.17	8.33	37.50
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	37.50	37.50	0.00	25.00	0.00
NEW JERSEY	83.87	0.00	3.23	12.90	0.00
NEW MEXICO	80.00	0.00	0.00	6.67	13.33
NEW YORK	67.54	26.32	2.63	3.51	0.00
NORTH CAROLINA	77.59	12.07	1.72	1.72	6.90
NORTH DAKOTA	60.00	20.00	0.00	20.00	0.00
OHIO	86.63	1.60	0.53	9.09	2.14
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	52.94	17.65	0.00	11.76	17.65
PENNSYLVANIA	47.24	0.79	3.15	18.11	30.71
PUERTO RICO	18.67	0.00	10.67	70.67	0.00
RHODE ISLAND	23.08	0.00	69.23	7.69	0.00
SOUTH CAROLINA	72.22	16.67	0.00	11.11	0.00
SOUTH DAKOTA	40.32	19.35	4.03	15.32	20.97
TENNESSEE	32.50	40.00	0.00	7.50	20.00
TEXAS	46.08	42.65	.	11.27	.
UTAH	27.56	0.00	0.64	52.56	19.23
VERMONT	75.00	25.00	0.00	0.00	0.00
VIRGINIA	66.67	9.52	14.29	4.76	4.76
WASHINGTON	74.07	11.11	0.00	7.41	7.41
WEST VIRGINIA	57.14	0.00	14.29	19.05	9.52
WISCONSIN	100.00	0.00	0.00	0.00	0.00
WYOMING	75.00	0.00	0.00	25.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	11.11	0.00	77.78	11.11
U.S. AND INSULAR AREAS	48.61	12.35	3.58	16.43	19.03
50 STATES, D.C. & P.R.	48.74	12.36	3.59	16.27	19.05

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	11	2	0	4	1	18
ALASKA	6	0	0	0	0	6
ARIZONA	18	0	0	6	7	31
ARKANSAS	3	1	1	0	0	5
CALIFORNIA	139	71	40	85	427	762
COLORADO	.	.	.	.	.	.
CONNECTICUT	13	0	0	0	0	13
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	5	0	1	0	7
FLORIDA	37	19	51	2	15	124
GEORGIA	10	10	0	8	3	31
HAWAII	1	1	0	0	0	2
IDAHO	6	2	0	1	1	10
ILLINOIS	53	5	7	31	0	96
INDIANA	10	1	3	6	2	22
IOWA	0	0	0	0	0	0
KANSAS	3	0	1	0	0	4
KENTUCKY	16	0	0	8	4	28
LOUISIANA	20	42	0	54	102	218
MAINE	17	0	0	5	2	24
MARYLAND	5	0	6	3	0	14
MASSACHUSETTS	62	.	4	31	.	97
MICHIGAN	2	0	2	0	24	28
MINNESOTA	25	0	0	55	0	80
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	18	2	0	0	4	24
MONTANA	4	14	0	0	3	21
NEBRASKA	.	.	.	.	.	.
NEVADA	4	0	1	0	0	5
NEW HAMPSHIRE	7	1	1	5	4	18
NEW JERSEY	43	0	0	15	0	58
NEW MEXICO	4	0	0	2	0	6
NEW YORK	78	77	11	35	0	201
NORTH CAROLINA	98	12	8	11	11	140
NORTH DAKOTA	3	0	0	0	0	3
OHIO	0	0	0	0	0	0
OKLAHOMA	6	0	0	0	0	6
OREGON	7	6	0	11	14	38
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	31	4	17	164	0	216
RHODE ISLAND	8	0	1	11	5	25
SOUTH CAROLINA	1	1	10	2	1	15
SOUTH DAKOTA	12	21	0	0	3	36
TENNESSEE	10	13	1	13	29	66
TEXAS	255	221	.	93	.	569
UTAH	7	0	0	3	1	11
VERMONT	4	0	0	0	0	4
VIRGINIA	32	2	1	19	2	56
WASHINGTON	73	12	0	39	24	148
WEST VIRGINIA	2	0	1	1	0	4
WISCONSIN	10	0	1	0	2	13
WYOMING	4	0	1	1	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,179	545	169	725	691	3,309
50 STATES, D.C. & P.R.	1,179	545	169	725	691	3,309

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	61.11	11.11	0.00	22.22	5.56
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	58.06	0.00	0.00	19.35	22.58
ARKANSAS	60.00	20.00	20.00	0.00	0.00
CALIFORNIA	18.24	9.32	5.25	11.15	56.04
COLORADO	.	.	.	.	.
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	14.29	71.43	0.00	14.29	0.00
FLORIDA	29.84	15.32	41.13	1.61	12.10
GEORGIA	32.26	32.26	0.00	25.81	9.68
HAWAII	50.00	50.00	0.00	0.00	0.00
IDAHO	60.00	20.00	0.00	10.00	10.00
ILLINOIS	55.21	5.21	7.29	32.29	0.00
INDIANA	45.45	4.55	13.64	27.27	9.09
IOWA	.	.	.	.	.
KANSAS	75.00	0.00	25.00	0.00	0.00
KENTUCKY	57.14	0.00	0.00	28.57	14.29
LOUISIANA	9.17	19.27	0.00	24.77	46.79
MAINE	70.83	0.00	0.00	20.83	8.33
MARYLAND	35.71	0.00	42.86	21.43	0.00
MASSACHUSETTS	63.92	.	4.12	31.96	.
MICHIGAN	7.14	0.00	7.14	0.00	85.71
MINNESOTA	31.25	0.00	0.00	68.75	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	75.00	8.33	0.00	0.00	16.67
MONTANA	19.05	66.67	0.00	0.00	14.29
NEBRASKA	.	.	.	.	.
NEVADA	80.00	0.00	20.00	0.00	0.00
NEW HAMPSHIRE	38.89	5.56	5.56	27.78	22.22
NEW JERSEY	74.14	0.00	0.00	25.86	0.00
NEW MEXICO	66.67	0.00	0.00	33.33	0.00
NEW YORK	38.81	38.31	5.47	17.41	0.00
NORTH CAROLINA	70.00	8.57	5.71	7.86	7.86
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	18.42	15.79	0.00	28.95	36.84
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	14.35	1.85	7.87	75.93	0.00
RHODE ISLAND	32.00	0.00	4.00	44.00	20.00
SOUTH CAROLINA	6.67	6.67	66.67	13.33	6.67
SOUTH DAKOTA	33.33	58.33	0.00	0.00	8.33
TENNESSEE	15.15	19.70	1.52	19.70	43.94
TEXAS	44.82	38.84	.	16.34	.
UTAH	63.64	0.00	0.00	27.27	9.09
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	57.14	3.57	1.79	33.93	3.57
WASHINGTON	49.32	8.11	0.00	26.35	16.22
WEST VIRGINIA	50.00	0.00	25.00	25.00	0.00
WISCONSIN	76.92	0.00	7.69	0.00	15.38
WYOMING	66.67	0.00	16.67	16.67	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	35.63	16.47	5.11	21.91	20.88
50 STATES, D.C. & P.R.	35.63	16.47	5.11	21.91	20.88

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

VISUALLY HANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	9	4	0	1	1	15
ALASKA	1	0	0	0	0	1
ARIZONA	10	2	0	4	0	16
ARKANSAS	25	3	0	11	0	39
CALIFORNIA	36	18	6	21	89	170
COLORADO	25	0	0	3	0	28
CONNECTICUT	1	2	0	0	0	3
DELAWARE	4	1	1	1	0	7
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	38	27	3	2	0	70
GEORGIA	13	7	0	2	0	22
HAWAII	2	1	0	0	0	3
IDAHO	2	1	0	0	0	3
ILLINOIS	51	4	5	9	0	69
INDIANA	36	6	0	2	2	46
IOWA	5	5	0	0	2	12
KANSAS	9	0	1	2	0	12
KENTUCKY	14	1	0	2	0	17
LOUISIANA	21	7	0	21	51	100
MAINE	4	0	0	0	0	4
MARYLAND	10	0	1	0	0	11
MASSACHUSETTS	4	.	2	13	.	19
MICHIGAN	23	0	0	7	31	61
MINNESOTA	29	0	0	38	0	67
MISSISSIPPI	2	1	0	1	0	4
MISSOURI	22	2	0	2	4	30
MONTANA	2	0	0	0	1	3
NEBRASKA	4	0	0	0	0	4
NEVADA	3	1	0	0	0	4
NEW HAMPSHIRE	5	0	0	1	1	7
NEW JERSEY	6	0	0	0	0	6
NEW MEXICO	1	0	0	2	4	7
NEW YORK	64	6	2	17	0	89
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	3	1	0	0	0	4
OHIO	43	0	0	6	0	49
OKLAHOMA	12	0	0	0	0	12
OREGON	8	4	0	1	2	15
PENNSYLVANIA	210	6	0	10	38	264
PUERTO RICO	22	4	10	82	0	118
RHODE ISLAND	2	0	2	0	0	4
SOUTH CAROLINA	13	1	3	2	1	20
SOUTH DAKOTA	3	0	0	0	0	3
TENNESSEE	2	2	0	6	0	10
TEXAS	55	34	.	14	.	103
UTAH	7	0	0	2	0	9
VERMONT	1	1	1	1	0	4
VIRGINIA	31	6	0	6	1	44
WASHINGTON	15	1	0	6	1	23
WEST VIRGINIA	6	0	0	2	2	10
WISCONSIN	11	0	0	0	1	12
WYOMING	0	1	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	925	160	37	300	232	1,654
50 STATES, D.C. & P.R.	925	160	37	300	232	1,654

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

VISUALLY HANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	60.00	26.67	0.00	6.67	6.67
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	62.50	12.50	0.00	25.00	0.00
ARKANSAS	64.10	7.69	0.00	28.21	0.00
CALIFORNIA	21.18	10.59	3.53	12.35	52.35
COLORADO	89.29	0.00	0.00	10.71	0.00
CONNECTICUT	33.33	66.67	0.00	0.00	0.00
DELAWARE	57.14	14.29	14.29	14.29	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	54.29	38.57	4.29	2.86	0.00
GEORGIA	59.09	31.82	0.00	9.09	0.00
HAWAII	66.67	33.33	0.00	0.00	0.00
IDAHO	66.67	33.33	0.00	0.00	0.00
ILLINOIS	73.91	5.80	7.25	13.04	0.00
INDIANA	78.26	13.04	0.00	4.35	4.35
IOWA	41.67	41.67	0.00	0.00	16.67
KANSAS	75.00	0.00	8.33	16.67	0.00
KENTUCKY	82.35	5.88	0.00	11.76	0.00
LOUISIANA	21.00	7.00	0.00	21.00	51.00
MAINE	100.00	0.00	0.00	0.00	0.00
MARYLAND	90.91	0.00	9.09	0.00	0.00
MASSACHUSETTS	21.05	.	10.53	68.42	.
MICHIGAN	37.70	0.00	0.00	11.48	50.82
MINNESOTA	43.28	0.00	0.00	56.72	0.00
MISSISSIPPI	50.00	25.00	0.00	25.00	0.00
MISSOURI	73.33	6.67	0.00	6.67	13.33
MONTANA	66.67	0.00	0.00	0.00	33.33
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	75.00	25.00	0.00	0.00	0.00
NEW HAMPSHIRE	71.43	0.00	0.00	14.29	14.29
NEW JERSEY	100.00	0.00	0.00	0.00	0.00
NEW MEXICO	14.29	0.00	0.00	28.57	57.14
NEW YORK	71.91	6.74	2.25	19.10	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00
OHIO	87.76	0.00	0.00	12.24	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	53.33	26.67	0.00	6.67	13.33
PENNSYLVANIA	79.55	2.27	0.00	3.79	14.39
PUERTO RICO	18.64	3.39	8.47	69.49	0.00
RHODE ISLAND	50.00	0.00	50.00	0.00	0.00
SOUTH CAROLINA	65.00	5.00	15.00	10.00	5.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00
TENNESSEE	20.00	20.00	0.00	60.00	0.00
TEXAS	53.40	33.01	.	13.59	.
UTAH	77.78	0.00	0.00	22.22	0.00
VERMONT	25.00	25.00	25.00	25.00	0.00
VIRGINIA	70.45	13.64	0.00	13.64	2.27
WASHINGTON	65.22	4.35	0.00	26.09	4.35
WEST VIRGINIA	60.00	0.00	0.00	20.00	20.00
WISCONSIN	91.67	0.00	0.00	0.00	8.33
WYOMING	0.00	100.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	55.93	9.67	2.24	18.14	14.03
50 STATES, D.C. & P.R.	55.93	9.67	2.24	18.14	14.03

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

NUMBER OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

DEAF-BLIND

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	0	1	0	0	1
ALASKA	0	0	0	0	0	0
ARIZONA	2	0	0	0	0	2
ARKANSAS	1	0	0	0	0	1
CALIFORNIA	8	3	6	2	9	28
COLORADO	0	2	1	0	0	3
CONNECTICUT	0	0	1	0	0	1
DELAWARE	28	3	0	41	3	75
* DISTRICT OF COLUMBIA	0	8	0	0	0	8
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	1	0	3	0	0	4
INDIANA	3	0	0	0	0	3
IOWA	3	1	0	1	0	5
KANSAS	1	0	2	0	0	3
KENTUCKY	2	0	0	1	0	3
LOUISIANA	4	9	1	5	8	27
MAINE	0	0	0	0	0	0
MARYLAND	0	0	3	0	0	3
MASSACHUSETTS	4	.	0	2	.	6
MICHIGAN	0	0	0	0	0	0
MINNESOTA	3	0	0	0	0	3
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	24	4	0	4	4	36
MONTANA	0	0	0	0	0	0
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	22	0	0	15	0	37
NEW MEXICO	0	0	0	0	0	0
NEW YORK	4	2	0	0	0	6
NORTH CAROLINA	0	0	2	0	0	2
NORTH DAKOTA	0	1	0	0	0	1
OHIO	8	0	1	2	1	12
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	0	0	2	1	0	3
RHODE ISLAND	0	0	0	3	0	3
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0
TEXAS	1	23	.	0	.	24
UTAH	0	0	2	0	0	2
VERMONT	0	0	0	1	0	1
VIRGINIA	0	1	0	0	0	1
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	119	58	25	79	25	306
50 STATES, D.C. & P.R.	119	58	25	78	25	305

THE NUMBER OF STUDENTS EXITING THE EDUCATIONAL SYSTEM FOR ALL HANDICAPPING CONDITIONS MAY NOT EQUAL THE SUM OF STUDENTS EXITING FOR INDIVIDUAL HANDICAPPING CONDITION BECAUSE SOME STATES DID NOT REPORT THE HANDICAPPING CONDITION OF THE EXITING STUDENTS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP2A)

TABLE AD1

PERCENTAGE OF STUDENTS 14 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1987-88 BY BASIS OF EXIT

DEAF-BLIND

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	0.00	0.00	100.00	0.00	0.00
ALASKA	.	.	.	.	.
ARIZONA	100.00	0.00	0.00	0.00	0.00
ARKANSAS	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	28.57	10.71	21.43	7.14	32.14
COLORADO	0.00	66.67	33.33	0.00	0.00
CONNECTICUT	0.00	0.00	100.00	0.00	0.00
DELAWARE	37.33	4.00	0.00	54.67	4.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	25.00	0.00	75.00	0.00	0.00
INDIANA	100.00	0.00	0.00	0.00	0.00
IOWA	60.00	20.00	0.00	20.00	0.00
KANSAS	33.33	0.00	66.67	0.00	0.00
KENTUCKY	66.67	0.00	0.00	33.33	0.00
LOUISIANA	14.81	33.33	3.70	18.52	29.63
MAINE	.	.	.	.	.
MARYLAND	0.00	0.00	100.00	0.00	0.00
MASSACHUSETTS	66.67	.	0.00	33.33	.
MICHIGAN	.	.	.	.	.
MINNESOTA	100.00	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	66.67	11.11	0.00	11.11	11.11
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	59.46	0.00	0.00	40.54	0.00
NEW MEXICO	.	.	.	.	.
NEW YORK	66.67	33.33	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	0.00	100.00	0.00	0.00	0.00
OHIO	66.67	0.00	8.33	16.67	8.33
OKLAHOMA	.	.	.	.	.
OREGON	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	66.67	33.33	0.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	.	.	.	.	.
TEXAS	4.17	95.83	.	0.00	.
UTAH	0.00	0.00	100.00	0.00	0.00
VERMONT	0.00	0.00	0.00	100.00	0.00
VIRGINIA	0.00	100.00	0.00	0.00	0.00
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	38.89	18.95	8.17	25.82	8.17
50 STATES, D.C. & P.R.	39.02	19.02	8.20	25.57	8.20

DATA AS OF OCTOBER 1, 1989.,

ANNUAL.CNTL(EXXXNP2A)

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1987-88 SCHOOL YEAR

ALL CONDITIONS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	90	1.17	481	6.23	14	0.18	1,074	13.91	6,061	78.51	7,720	100
15	130	1.22	369	3.45	8	0.07	3,667	34.32	6,512	60.94	10,686	100
16	596	2.34	465	1.83	32	0.13	16,334	64.17	8,029	31.54	25,456	100
17	17,794	42.00	1,909	4.51	44	0.10	15,218	35.92	7,403	17.47	42,368	100
18	42,698	59.68	7,560	10.57	505	0.71	14,898	20.82	5,889	8.23	71,550	100
19	24,591	61.73	5,168	12.97	56	0.14	6,964	17.48	3,055	7.67	39,834	100
20	6,444	49.83	2,299	17.78	335	2.59	2,545	19.68	1,310	10.13	12,933	100
21	2,888	23.19	2,431	19.52	4,309	34.59	1,128	9.06	1,700	13.65	12,456	100
21+	400	20.01	593	29.66	668	33.42	111	5.55	227	11.36	1,999	100
14-21+	100,195	42.00	26,832	11.25	5,971	2.50	65,395	27.41	40,186	16.84	238,570	100

LEARNING DISABLED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	45	1.10	162	3.97	1	0.02	569	13.94	3,306	80.97	4,083	100
15	76	1.44	159	3.01	4	0.08	1,490	28.17	3,560	67.31	5,289	100
16	354	2.82	227	1.81	18	0.14	7,728	61.65	4,208	33.57	12,535	100
17	10,331	45.52	860	3.79	18	0.08	7,649	33.70	3,840	16.92	22,698	100
18	25,931	64.58	3,205	7.98	33	0.08	7,943	19.78	3,040	7.57	40,152	100
19	14,167	69.09	1,638	7.99	13	0.06	3,420	16.68	1,267	6.18	20,505	100
20	2,908	61.07	502	10.54	24	0.50	1,009	21.19	319	6.70	4,762	100
21	736	35.97	266	13.00	564	27.57	224	10.95	256	12.51	2,046	100
21+	43	10.44	163	39.56	169	41.02	27	6.55	10	2.43	412	100
14-21+	58,053	47.75	10,373	8.53	844	0.69	32,505	26.74	19,806	16.29	121,581	100

SPEECH IMPAIRED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	8	0.90	174	19.64	19	2.14	63	7.11	622	70.20	886	100
15	2	0.32	89	14.04	0	0.00	80	12.62	463	73.03	634	100
16	32	2.16	75	5.05	1	0.07	843	56.81	533	35.92	1,484	100
17	877	45.51	119	6.18	0	0.00	359	18.63	572	29.68	1,927	100
18	1,724	69.02	140	5.60	3	0.12	288	11.53	343	13.73	2,498	100
19	742	55.33	166	12.38	2	0.15	120	8.95	311	23.19	1,341	100
20	168	30.16	39	7.00	9	1.62	52	9.34	289	51.89	557	100
21	85	7.39	27	2.35	99	8.61	61	5.30	878	76.35	1,150	100
21+	11	50.00	4	18.18	7	31.82	0	0.00	0	0.00	22	100
14-21+	3,719	35.07	854	8.05	140	1.32	1,881	17.74	4,011	37.82	10,605	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP1A)

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1987-88 SCHOOL YEAR

MENTALLY RETARDED

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	7	0.89	7	0.89	3	0.38	179	22.80	589	75.03	785	100
15	8	0.46	16	0.92	4	0.23	966	55.65	742	42.74	1,736	100
16	68	1.56	32	0.73	7	0.16	3,334	76.33	927	21.22	4,368	100
17	1,459	23.40	641	10.28	5	0.08	3,123	50.10	1,006	16.14	6,234	100
18	6,744	46.85	3,297	22.91	338	2.35	2,961	20.57	1,054	7.32	14,394	100
19	6,150	53.20	2,755	23.83	23	0.20	1,872	16.19	761	6.58	11,561	100
20	2,025	40.88	1,415	28.57	167	3.37	920	18.57	426	8.60	4,953	100
21	1,431	23.36	1,645	26.86	2,255	36.82	545	8.90	249	4.07	6,125	100
21+	243	20.37	303	25.40	439	36.80	57	4.78	151	12.66	1,193	100
14-21+	18,335	34.50	11,419	21.49	3,241	6.10	14,241	26.80	5,905	11.11	53,141	100

EMOTIONALLY DISTURBED

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	14	0.98	86	6.05	1	0.07	184	12.94	1,137	79.96	1,422	100
15	39	1.69	77	3.33	0	0.00	870	37.65	1,325	57.33	2,311	100
16	88	1.51	79	1.36	5	0.09	3,807	65.35	1,847	31.70	5,826	100
17	2,145	28.92	186	2.51	10	0.13	3,565	48.06	1,512	20.38	7,418	100
18	5,087	52.87	432	4.49	62	0.64	3,008	31.26	1,033	10.74	9,622	100
19	2,019	52.28	213	5.52	10	0.26	1,187	30.74	433	11.21	3,862	100
20	577	48.90	101	8.56	15	1.27	361	30.59	126	10.68	1,180	100
21	195	19.86	65	6.62	368	37.47	140	14.26	214	21.79	982	100
21+	16	17.58	1	1.10	27	29.67	18	19.78	29	31.87	91	100
14-21+	10,552	30.95	1,702	4.99	498	1.46	13,683	40.14	7,656	22.46	34,091	100

HARD OF HEARING AND DEAF

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	14	11.57	26	21.49	0	0.00	12	9.92	69	57.02	121	100
15	1	0.69	7	4.86	0	0.00	62	43.06	74	51.39	144	100
16	42	14.95	18	6.41	0	0.00	125	44.48	96	34.16	281	100
17	226	49.02	31	6.72	0	0.00	112	24.30	92	19.96	461	100
18	1,186	78.60	116	7.69	1	0.07	120	7.95	86	5.70	1,509	100
19	663	68.99	107	11.13	2	0.21	137	14.26	52	5.41	961	100
20	253	67.65	49	13.10	2	0.53	43	11.50	27	7.22	374	100
21	91	19.87	62	13.54	246	53.71	33	7.21	26	5.68	458	100
21+	14	50.00	7	25.00	5	17.86	2	7.14	0	0.00	28	100
14-21+	2,541	56.61	506	11.27	256	5.70	664	14.79	522	11.63	4,489	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP1A)

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1987-88 SCHOOL YEAR

MULTIHANDICAPPED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	9	19.57	37	80.43	46	100
15	0	0.00	0	0.00	0	0.00	22	34.38	42	65.63	64	100
16	5	2.63	3	1.58	1	0.53	112	58.95	69	36.32	190	100
17	185	44.15	16	3.82	1	0.24	143	34.13	74	17.66	419	100
18	428	57.45	80	10.74	5	0.67	155	20.81	77	10.34	745	100
19	304	51.44	112	18.95	5	0.85	95	16.07	75	12.69	591	100
20	217	41.10	118	22.35	100	18.94	48	9.09	45	8.52	528	100
21	187	21.06	255	28.72	384	43.24	31	3.49	31	3.49	888	100
21+	44	14.72	83	27.76	144	48.16	5	1.67	23	7.69	299	100
14-21+	1,374	35.04	794	20.25	640	16.32	640	16.32	473	12.06	3,921	100

ORTHOPEDICALLY IMPAIRED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	1.82	7	6.36	1	0.91	13	11.82	87	79.09	110	100
15	0	0.00	7	5.15	0	0.00	50	36.76	79	58.09	136	100
16	2	0.74	2	0.74	0	0.00	142	52.21	126	46.32	272	100
17	217	47.69	15	3.30	1	0.22	109	23.96	113	24.84	455	100
18	620	63.98	126	13.00	2	0.21	105	10.84	116	11.97	969	100
19	403	66.39	84	13.84	0	0.00	58	9.56	62	10.21	607	100
20	185	62.71	42	14.24	6	2.03	27	9.15	35	11.86	295	100
21	105	36.59	39	13.59	98	34.15	25	8.71	20	6.97	287	100
21+	17	34.69	9	18.37	13	26.53	4	8.16	6	12.24	49	100
14-21+	1,645	48.61	418	12.35	121	3.58	556	16.43	644	19.03	3,384	100

OTHER HEALTH IMPAIRED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	18	9.68	0	0.00	36	19.35	132	70.97	186	100
15	1	0.46	12	5.50	0	0.00	70	32.11	135	61.93	218	100
16	7	2.31	27	8.91	0	0.00	128	42.24	141	46.53	303	100
17	199	43.45	25	5.46	1	0.22	125	27.29	108	23.58	458	100
18	426	55.04	86	11.11	52	6.72	128	16.54	82	10.59	774	100
19	178	47.59	65	17.38	1	0.27	76	20.32	54	14.44	374	100
20	64	37.65	30	17.65	15	8.82	37	21.76	24	14.12	170	100
21	47	19.92	50	21.19	94	39.83	32	13.56	13	5.51	236	100
21+	2	9.52	11	52.38	6	28.57	0	0.00	2	9.52	21	100
14-21+	1,179	35.63	545	16.47	169	5.11	725	21.91	691	20.88	3,309	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP1A)

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1987-88 SCHOOL YEAR

VISUALLY HANDICAPPED

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	1	2.56	11	28.21	27	69.23	39	100
15	1	1.54	0	0.00	1	1.54	37	56.92	26	40.00	65	100
16	7	5.43	5	3.88	0	0.00	63	48.84	54	41.86	129	100
17	133	52.78	14	5.56	1	0.40	58	23.02	46	18.25	252	100
18	487	75.86	60	9.35	1	0.16	57	8.88	37	5.76	642	100
19	167	72.29	13	5.63	1	0.43	27	11.69	23	9.96	231	100
20	45	52.33	19	22.09	1	1.16	13	15.12	8	9.30	86	100
21	27	26.73	15	14.85	28	27.72	20	19.80	11	10.89	101	100
21+	3	50.00	0	0.00	3	50.00	0	0.00	0	0.00	6	100
14-21+	925	55.93	160	9.67	37	2.24	300	18.14	232	14.03	1,654	100

DEAF-BLIND

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	1	33.33	0	0.00	2	66.67	3	100
15	0	0.00	0	0.00	0	0.00	1	25.00	3	75.00	4	100
16	0	0.00	0	0.00	0	0.00	15	93.75	1	6.25	16	100
17	11	28.21	0	0.00	0	0.00	26	66.67	2	5.13	39	100
18	50	58.14	7	8.14	0	0.00	21	24.42	8	9.30	86	100
19	43	65.15	10	15.15	0	0.00	8	12.12	5	7.58	66	100
20	8	34.78	4	17.39	3	13.04	5	21.74	3	13.04	23	100
21	5	14.29	6	17.14	20	57.14	3	8.57	1	2.86	35	100
21+	1	10.00	8	80.00	1	10.00	0	0.00	0	0.00	10	100
14-21+	119	38.89	58	18.95	25	8.17	79	25.82	25	8.17	306	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EXXXNP1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	2,391	810	49	16	82	172	426	574	245	137
ALASKA	139	32	4	9	20	7	50	52	48	22
ARIZONA	842	207	44	18	23	118	237	187	202	85
ARKANSAS	507	102	23	23	11	19	129	130	97	53
CALIFORNIA	2,307	1,333	577	255	108	430	959	1,414	1,357	816
COLORADO	409	50	10	3	17	94	82	127	110	76
CONNECTICUT	0	32	13	3	5	4	18	19	4	30
DELAWARE	325	137	28	12	5	6	62	78	57	14
DISTRICT OF COLUMBIA	90	18	10	0	2	22	19	10	39	12
FLORIDA	3,748	1,132	240	123	72	383	1,295	774	799	446
GEORGIA	732	336	26	1	24	118	289	334	196	60
HAWAII	207	80	131	30	75	39	105	71	67	23
IDAHO	219	65	8	2	11	32	63	89	91	34
ILLINOIS	867	204	16	23	6	78	119	106	533	155
INDIANA	1,661	813	115	49	86	359	582	514	560	348
IOWA	728	205	67	37	29	91	175	333	335	158
KANSAS	337	274	22	26	25	112	90	160	102	100
KENTUCKY	987	366	140	6	78	132	372	378	281	135
LOUISIANA	894	274	251	90	40	95	316	285	120	97
MAINE	1,095	212	64	73	149	748	318	481	0	152
MARYLAND	76	50	14	32	5	6	21	160	56	110
MASSACHUSETTS	72	255	8	1	.	55	61	33	217	107
MICHIGAN	122	15	3	0	0	173	15	33	0	52
MINNESOTA	2,584	168	153	15	11	404	60	326	189	99
MISSISSIPPI	933	385	33	6	40	127	316	297	357	30
MISSOURI	1,624	510	240	36	32	180	340	382	452	92
MONTANA	235	36	5	2	18	9	28	57	35	36
NEBRASKA	405	44	34	9	9	4	73	408	61	29
NEVADA	84	40	3	6	11	26	37	47	53	13
NEW HAMPSHIRE	54	4	0	0	0	1	11	19	3	4
NEW JERSEY	4,021	718	234	116	40	413	1,174	823	518	224
NEW MEXICO	714	128	15	10	28	116	235	129	126	49
NEW YORK	1,539	2,398	126	78	62	0	248	838	1,527	270
NORTH CAROLINA	1,668	1,759	86	59	81	174	428	520	310	177
NORTH DAKOTA	87	11	1	0	3	25	7	16	5	22
OHIO	1,274	342	53	32	20	235	326	507	505	155
OKLAHOMA	311	141	61	12	6	87	81	136	104	44
OREGON	58	3	0	4	0	6	32	25	12	1
PENNSYLVANIA	4,388	221	277	380	21	155	87	22	159	133
PUERTO RICO	80	96	29	3	102	67	79	28	7	15
RHODE ISLAND	11	0	0	0	4	0	0	0	0	1
SOUTH CAROLINA	808	268	38	14	25	83	255	194	194	153
SOUTH DAKOTA	114	11	2	1	1	22	14	21	18	12
TENNESSEE	182	5	0	0	0	3	55	20	82	0
TEXAS	5,826	1,048	805	180	50	435	3,016	.	1,285	1,155
UTAH	803	125	14	5	8	78	137	83	99	41
VERMONT	47	1	2	0	0	4	4	1	2	1
VIRGINIA	1,580	235	67	25	45	285	341	483	235	71
WASHINGTON	3,236	463	46	20	8	77	233	295	443	101
WEST VIRGINIA	499	137	29	4	6	14	165	139	39	20
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	1	0	0	3	0	0	1	10	0	3
AMERICAN SAMOA	2	4	0	0	0	0	3	2	2	2
GUAM	33	0	0	0	0	0	2	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	92	4	0	0	0	3	4	6	21	3
U.S. AND INSULAR AREAS	52,048	16,299	4,216	1,850	1,512	6,310	13,523	12,004	12,361	6,180
50 STATES, D.C. & P.R.	51,921	16,291	4,216	1,850	1,512	6,307	13,514	11,996	12,336	6,175

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXHX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	3,359	2,298	2,945	899	2,789	106	17,298	2,158
ALASKA	210	179	135	110	129	28	1,174	130
ARIZONA	1,035	483	712	366	787	76	5,422	327
ARKANSAS	846	308	542	235	307	27	3,359	409
CALIFORNIA	2,919	1,300	2,429	1,055	2,407	2,277	21,943	19,357
COLORADO	524	217	351	73	286	201	2,630	1,539
CONNECTICUT	125	0	110	14	76	57	518	0
DELAWARE	451	353	384	246	236	3	2,389	.
DISTRICT OF COLUMBIA	91	56	80	9	29	0	487	35
FLORIDA	4,143	1,722	2,932	1,215	2,803	99	21,926	960
GEORGIA	1,067	436	839	305	1,078	70	5,825	2,070
HAWAII	73	99	95	70	74	12	1,251	0
IDAHO	307	232	225	147	234	28	1,787	57
ILLINOIS	888	394	2,843	215	1,323	329	8,099	7,986
INDIANA	1,879	1,155	1,690	725	2,054	50	12,648	876
IOWA	904	583	737	400	747	172	5,701	818
KANSAS	567	312	406	185	422	239	3,379	553
KENTUCKY	1,520	930	1,151	591	867	175	8,101	275
LOUISIANA	1,293	396	987	194	685	189	6,126	1,743
MAINE	1,619	1,075	1,619	1,095	793	565	10,050	1,599
MARYLAND	207	338	71	130	190	39	1,525	0
MASSACHUSETTS	102	5	28	.	79	278	1,301	87
MICHIGAN	372	68	372	68	372	0	1,665	5,621
MINNESOTA	1,413	1,340	699	311	634	7	8,419	0
MISSISSIPPI	1,315	674	1,244	371	1,119	98	7,337	267
MISSOURI	1,500	600	1,488	920	1,198	0	9,786	530
MONTANA	166	88	94	42	192	24	1,069	45
NEBRASKA	535	527	509	331	341	0	3,311	31
NEVADA	130	56	99	52	82	2	741	209
NEW HAMPSHIRE	52	14	28	5	17	10	220	95
NEW JERSEY	3,621	1,641	3,368	1,151	3,475	728	22,263	2,735
NEW MEXICO	715	413	506	217	390	83	3,874	219
NEW YORK	773	444	390	675	686	0	10,036	0
NORTH CAROLINA	2,087	1,336	1,662	555	1,736	108	12,746	751
NORTH DAKOTA	3	37	41	15	45	11	329	0
OHIO	1,812	1,016	1,695	501	1,249	127	9,857	1,731
OKLAHOMA	688	223	372	134	594	24	3,010	555
OREGON	105	302	77	4	0	6	635	1,405
PENNSYLVANIA	3,952	1,116	3,617	2,931	3,996	1,310	22,765	10,404
PUERTO RICO	243	31	80	19	183	1,152	2,214	6,402
RHODE ISLAND	10	7	13	9	4	0	59	1,587
SOUTH CAROLINA	1,137	627	980	271	1,047	31	6,125	236
SOUTH DAKOTA	143	69	88	25	81	133	747	806
TENNESSEE	256	60	269	18	97	0	1,047	628
TEXAS	4,059	2,906	2,496	1,540	7,240	.	32,041	3,535
UTAH	865	422	587	220	423	19	3,929	205
VERMONT	61	14	10	49	24	25	245	370
VIRGINIA	1,444	934	1,277	593	1,068	62	8,745	1,213
WASHINGTON	1,292	1,352	668	443	997	0	9,674	241
WEST VIRGINIA	592	628	395	126	660	1	3,454	271
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	12	9	11	1	16	2	69	41
AMERICAN SAMOA	5	1	5	1	5	0	32	2
GUAM	33	15	29	0	54	0	168	53
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	62	51	56	33	17	3	355	1
U.S. AND INSULAR AREAS	53,574	30,172	44,516	19,910	46,437	8,978	329,890	81,168
50 STATES, D.C. & P.R.	53,474	30,105	44,426	19,876	46,361	8,975	329,335	81,112

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	826	37	3	0	27	61	76	27	26	6
ALASKA	82	8	0	2	17	0	24	16	6	1
ARIZONA	430	33	2	0	5	19	70	18	42	3
ARKANSAS	257	21	1	0	5	7	58	39	23	4
CALIFORNIA	1,283	741	321	142	60	239	533	786	755	454
COLORADO	170	3	3	1	3	18	39	33	15	5
CONNECTICUT	0	1	1	0	4	1	4	9	1	0
DELAWARE	160	40	0	0	0	0	2	5	6	0
DISTRICT OF COLUMBIA	15	0	0	0	0	1	0	1	9	1
FLORIDA	1,733	141	20	3	51	58	403	42	91	2
GEORGIA	152	20	0	0	0	10	27	30	15	0
HAWAII	118	25	82	0	31	8	23	31	43	0
IDAHO	111	8	0	0	7	15	22	14	12	2
ILLINOIS	360	16	0	2	3	14	16	13	45	1
INDIANA	564	51	13	0	47	34	87	41	48	0
IOWA	249	22	19	0	9	17	33	48	42	1
KANSAS	104	9	0	0	7	13	17	34	18	2
KENTUCKY	292	49	83	0	40	45	96	107	42	2
LOUISIANA	405	21	92	0	12	14	132	21	17	3
MAINE	327	18	4	3	118	198	92	92	0	10
MARYLAND	36	16	6	9	0	1	9	74	19	44
MASSACHUSETTS	25	89	3	1	.	19	22	12	77	42
MICHIGAN	36	3	0	0	0	18	4	1	0	4
MINNESOTA	1,780	0	37	0	0	0	0	112	0	0
MISSISSIPPI	620	201	22	0	25	57	169	157	197	10
MISSOURI	854	192	128	18	24	14	106	66	178	18
MONTANA	133	5	3	0	14	1	12	33	0	7
NEBRASKA	253	0	7	0	5	0	19	285	0	2
NEVADA	50	1	0	0	3	5	16	25	15	0
NEW HAMPSHIRE	28	2	0	0	0	0	6	13	0	0
NEW JERSEY	2,229	130	57	0	6	89	453	127	130	30
NEW MEXICO	423	39	1	0	26	34	94	34	26	3
NEW YORK	25	469	0	0	0	0	25	50	0	25
NORTH CAROLINA	724	1,249	6	0	28	27	73	93	54	3
NORTH DAKOTA	32	2	0	0	2	9	2	2	0	1
OHIO	437	10	2	2	1	35	37	16	54	2
OKLAHOMA	142	6	0	0	1	13	14	16	10	2
OREGON	44	2	0	0	0	3	22	17	10	0
PENNSYLVANIA	2,362	43	0	0	0	27	11	1	1	3
PUERTO RICO	11	26	4	1	44	39	13	2	4	3
RHODE ISLAND	9	0	0	0	3	0	0	0	0	0
SOUTH CAROLINA	240	16	0	0	1	1	30	4	25	0
SOUTH DAKOTA	53	1	0	0	1	6	7	5	4	2
TENNESSEE	54	0	0	0	0	0	25	0	53	0
TEXAS	3,000	75	.	0	.	.	1,000	.	500	75
UTAH	245	12	1	0	3	13	44	1	20	0
VERMONT	10	0	0	0	0	1	2	0	0	0
VIRGINIA	514	36	2	0	6	59	64	65	50	6
WASHINGTON	2,113	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	166	21	11	0	3	6	32	17	5	4
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	3	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	16	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	69	2	0	0	0	0	3	1	16	1
U.S. AND INSULAR AREAS	24,371	3,912	934	184	642	1,249	4,066	2,639	2,712	801
50 STATES, D.C. & P.R.	24,286	3,910	934	184	642	1,249	4,063	2,638	2,696	800

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,212	802	993	170	940	63	5,277	562
ALASKA	149	125	80	60	100	23	701	122
ARIZONA	603	202	385	150	466	44	2,472	208
ARKANSAS	452	140	302	116	143	1	1,567	289
CALIFORNIA	1,623	723	1,351	587	1,339	1,266	12,203	10,764
COLORADO	199	93	134	19	116	91	942	826
CONNECTICUT	76	0	56	5	12	14	184	0
DELAWARE	175	141	164	95	95	0	883	.
DISTRICT OF COLUMBIA	59	23	45	1	7	0	162	30
FLORIDA	2,125	467	1,346	334	1,081	12	7,909	529
GEORGIA	210	90	20	40	224	60	898	1,457
HAWAII	43	43	43	20	43	0	553	0
IDAHO	154	112	119	69	110	13	768	50
ILLINOIS	325	95	1,230	56	377	97	2,650	4,078
INDIANA	602	222	585	116	682	10	3,110	538
IOWA	296	183	214	113	286	84	1,616	525
KANSAS	232	101	132	63	155	8	895	327
KENTUCKY	528	272	374	202	290	42	2,464	175
LOUISIANA	581	176	492	61	262	73	2,362	1,109
MAINE	651	467	651	487	118	269	3,585	947
MARYLAND	93	138	27	56	86	16	630	0
MASSACHUSETTS	36	2	10	.	28	98	464	30
MICHIGAN	188	32	188	32	188	0	694	3,040
MINNESOTA	873	926	437	100	100	0	4,365	0
MISSISSIPPI	859	397	815	189	710	86	4,516	210
MISSOURI	680	458	656	492	532	0	4,416	326
MONTANA	101	47	65	20	70	22	541	35
NEBRASKA	300	367	373	241	70	0	2,008	1
NEVADA	69	17	54	27	45	1	328	176
NEW HAMPSHIRE	33	7	18	3	6	8	124	64
NEW JERSEY	1,928	921	1,888	304	1,839	329	10,388	2,067
NEW MEXICO	393	196	266	119	163	57	1,874	131
NEW YORK	25	0	0	0	25	0	644	0
NORTH CAROLINA	762	406	502	219	612	15	4,773	555
NORTH DAKOTA	0	9	30	5	31	2	127	0
OHIO	532	177	593	90	354	64	2,406	955
OKLAHOMA	340	90	212	49	300	18	1,213	432
OREGON	76	173	61	3	0	5	416	1,006
PENNSYLVANIA	2,129	5	2,086	2,069	2,096	583	11,416	3,758
PUERTO RICO	57	7	12	3	39	388	653	2,087
RHODE ISLAND	4	2	12	8	0	0	38	1,207
SOUTH CAROLINA	303	141	289	61	266	7	1,384	132
SOUTH DAKOTA	85	39	48	8	48	63	370	533
TENNESSEE	69	0	72	13	24	0	310	300
TEXAS	2,000	1,000	1,000	500	5,000	.	14,150	3,000
UTAH	236	107	178	81	132	5	1,078	114
VERMONT	19	0	2	21	10	13	78	195
VIRGINIA	477	327	510	161	433	24	2,734	904
WASHINGTON	390	390	100	0	390	0	3,383	189
WEST VIRGINIA	220	339	202	28	284	0	1,338	165
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	2	6	4	0	3	0	19	28
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	16	0	16	0	16	0	64	50
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	47	43	48	31	13	1	275	0
U.S. AND INSULAR AREAS	23,723	11,246	19,410	7,713	20,759	3,977	120,330	44,226
50 STATES, D.C. & P.R.	23,660	11,203	19,346	7,682	20,730	3,976	127,999	44,176

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND
OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR
BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	18	5	1	0	1	2	2	0	2	0
ALASKA	1	3	0	2	2	0	0	1	3	0
ARIZONA	23	1	0	0	0	1	1	1	0	0
ARKANSAS	2	0	0	0	0	0	1	0	0	0
CALIFORNIA	589	340	147	65	28	110	245	361	347	209
COLORADO	10	1	0	0	0	0	2	3	1	1
CONNECTICUT	0	1	1	0	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	53	9	0	0	0	4	12	9	10	9
GEORGIA	10	3	0	0	0	0	0	2	2	0
HAWAII	5	0	5	0	0	0	0	5	0	0
IDAHO	2	0	0	0	0	1	0	1	0	0
ILLINOIS	4	1	0	0	0	0	1	1	2	1
INDIANA	46	8	7	3	0	91	7	13	17	1
IOWA	3	0	1	0	1	0	0	1	0	0
KANSAS	14	20	2	1	2	0	1	4	2	1
KENTUCKY	8	2	0	0	0	1	2	0	0	0
LOUISIANA	15	7	5	0	5	0	7	4	1	1
MAINE	25	1	2	3	0	9	4	5	0	0
MARYLAND	21	14	1	13	2	0	3	56	20	33
MASSACHUSETTS	17	58	2	0	.	13	14	0	50	15
MICHIGAN	0	0	0	0	0	0	0	0	0	0
MINNESOTA	35	0	30	2	0	0	0	0	8	0
MISSISSIPPI	5	0	0	0	0	0	1	0	1	0
MISSOURI	140	18	40	0	0	0	4	2	4	2
MONTANA	1	0	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	2	0	0	0
NEVADA	2	1	0	1	1	1	0	1	0	0
NEW HAMPSHIRE	2	0	0	0	0	0	0	0	0	0
NEW JERSEY	25	25	0	0	0	3	3	0	0	3
NEW MEXICO	56	4	0	0	0	4	9	3	8	3
NEW YORK	1	0	0	0	0	0	7	1	0	0
NORTH CAROLINA	6	0	0	1	0	3	2	1	2	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	9	6	0	2	0	0	6	2	5	0
OKLAHOMA	3	0	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	3	3	1	0	7	0	3	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	10	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	4	0	0	0	0	0	0	0	0	0
TEXAS	10	5	10	.	.	.	5	.	0	0
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	4	0	1	0	0	0	0	0	0	0
VIRGINIA	7	2	0	1	0	1	2	10	1	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	1	0	0	0	0	0	0	0	0	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,191	538	256	94	49	244	346	584	486	280
50 STATES, D.C. & P.R.	1,190	538	256	94	49	244	346	584	486	280

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	21	15	30	13	59	5	182	17
ALASKA	5	0	3	2	3	5	30	4
ARIZONA	11	1	8	1	6	3	57	28
ARKANSAS	3	3	2	5	3	0	19	6
CALIFORNIA	745	332	620	270	615	561	5,604	4,942
COLORADO	10	3	3	0	5	4	43	23
CONNECTICUT	8	0	1	0	2	2	15	0
DELAWARE	0	0	0	0	0	0	0	.
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	31	2	6	2	61	3	211	260
GEORGIA	11	7	9	0	10	0	54	39
HAWAII	0	0	0	0	0	0	15	0
IDAHO	3	3	2	0	2	0	14	0
ILLINOIS	8	3	99	1	7	4	132	631
INDIANA	37	23	37	6	62	6	364	37
IOWA	4	0	0	0	2	1	13	3
KANSAS	2	1	1	1	33	39	124	43
KENTUCKY	14	2	5	2	5	2	43	9
LOUISIANA	16	0	9	5	6	52	133	172
MAINE	22	14	22	14	0	20	141	49
MARYLAND	56	103	14	34	58	11	439	0
MASSACHUSETTS	23	1	7	.	18	64	290	20
MICHIGAN	2	0	2	0	2	0	6	291
MINNESOTA	20	20	0	12	35	0	162	0
MISSISSIPPI	8	3	8	2	8	1	37	1
MISSOURI	112	4	112	18	102	0	558	16
MONTANA	2	0	0	0	0	0	3	1
NEBRASKA	0	0	0	0	13	0	15	24
NEVADA	2	1	3	0	1	0	14	0
NEW HAMPSHIRE	1	0	0	0	0	1	4	6
NEW JERSEY	25	3	25	6	44	0	162	35
NEW MEXICO	70	32	47	29	31	0	304	39
NEW YORK	1	0	0	0	1	0	11	0
NORTH CAROLINA	17	16	19	4	6	2	79	4
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	11	11	12	2	18	9	93	36
OKLAHOMA	6	0	2	0	4	2	17	17
OREGON	0	14	1	0	0	0	15	55
PENNSYLVANIA	0	27	31	0	31	0	89	2,300
PUERTO RICO	5	1	1	0	3	103	131	376
RHODE ISLAND	0	0	0	0	0	0	0	12
SOUTH CAROLINA	5	0	1	0	13	0	29	15
SOUTH DAKOTA	0	0	0	0	0	6	6	46
TENNESSEE	25	0	25	0	0	0	54	50
TEXAS	15	10	5	0	5	.	65	75
UTAH	0	1	1	0	0	0	2	19
VERMONT	4	0	0	5	2	0	16	22
VIRGINIA	6	8	7	3	6	0	54	39
WASHINGTON	0	0	0	0	0	0	0	52
WEST VIRGINIA	9	0	9	0	9	0	28	27
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	2	0	1	0	3	2	9	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	1	0	3	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	1
U.S. AND INSULAR AREAS	1,379	664	1,190	437	1,295	936	9,889	9,845
50 STATES, D.C. & P.R.	1,378	664	1,190	437	1,294	936	9,886	9,844

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	1,129	646	11	8	39	54	186	384	150	62
ALASKA	9	12	0	0	0	1	8	17	18	11
ARIZONA	164	115	11	1	9	45	88	125	106	53
ARKANSAS	286	58	1	1	5	3	62	74	48	48
CALIFORNIA	157	96	39	17	7	29	65	96	92	55
COLORADO	46	33	1	0	1	3	18	43	45	36
CONNECTICUT	0	19	5	0	0	2	1	4	3	15
DELAWARE	31	46	16	0	5	0	28	52	36	5
DISTRICT OF COLUMBIA	44	9	5	0	2	6	7	4	21	7
FLORIDA	969	621	27	2	5	104	422	445	485	345
GEORGIA	367	278	8	0	13	78	146	236	127	38
HAWAII	36	26	7	7	15	4	36	15	4	12
IDAHO	79	47	3	0	2	8	32	61	68	25
ILLINOIS	193	132	1	0	0	29	43	56	366	134
INDIANA	693	588	39	3	10	149	329	367	398	236
IOWA	215	111	3	1	7	31	80	193	180	99
KANSAS	83	109	1	1	1	20	50	100	51	55
KENTUCKY	481	167	30	0	28	39	159	205	186	99
LOUISIANA	213	157	31	10	14	33	61	107	77	59
MAINE	330	106	7	17	0	126	100	243	0	77
MARYLAND	12	12	3	5	0	1	4	15	3	13
MASSACHUSETTS	15	54	2	0	.	12	13	7	46	25
MICHIGAN	22	6	1	0	0	66	2	21	0	11
MINNESOTA	302	35	0	0	0	180	28	20	75	15
MISSISSIPPI	265	168	2	0	12	52	130	121	138	15
MISSOURI	322	206	28	0	0	24	134	154	192	46
MONTANA	28	25	1	1	3	2	7	15	20	20
NEBRASKA	73	13	0	0	0	2	10	61	36	15
NEVADA	5	23	0	0	0	12	6	6	23	5
NEW HAMPSHIRE	2	0	0	0	0	0	1	3	2	0
NEW JERSEY	228	310	13	0	16	28	109	260	158	79
NEW MEXICO	64	55	9	2	2	18	48	49	48	30
NEW YORK	1,013	1,013	0	0	0	0	56	563	1,013	113
NORTH CAROLINA	486	376	4	3	33	71	181	269	173	72
NORTH DAKOTA	31	5	1	0	0	4	3	14	5	19
OHIO	507	135	6	0	2	133	134	299	266	50
OKLAHOMA	99	87	30	1	5	33	30	80	57	33
OREGON	1	0	0	3	0	1	2	3	1	1
PENNSYLVANIA	659	54	54	1	2	29	8	6	130	67
PUERTO RICO	52	47	6	0	37	11	49	18	2	5
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	344	173	7	0	16	35	163	144	141	101
SOUTH DAKOTA	16	1	1	0	0	6	1	5	3	2
TENNESSEE	95	0	0	0	0	3	15	15	15	0
TEXAS	1,111	197	100	.	.	.	500	.	200	200
UTAH	87	30	0	1	0	11	16	52	23	16
VERMONT	22	1	0	0	0	1	1	0	2	1
VIRGINIA	355	146	20	6	12	79	161	175	125	41
WASHINGTON	522	438	0	0	0	0	183	256	430	49
WEST VIRGINIA	170	100	5	1	0	3	112	105	31	13
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	1	0	0	0	0	0	0	4	0	2
AMERICAN SAMOA	2	2	0	0	0	0	1	2	0	0
GUAM	12	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	12	1	0	0	0	1	1	4	3	0
U.S. AND INSULAR AREAS	12,380	7,083	539	92	303	1,582	4,183	5,573	5,830	2,530
50 STATES, D.C. & P.R.	12,354	7,080	539	92	303	1,581	4,181	5,567	5,827	2,530

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,000	1,239	1,651	584	1,571	36	9,550	1,535
ALASKA	15	29	10	16	12	0	157	0
ARIZONA	230	176	180	130	165	19	1,617	37
ARKANSAS	347	141	285	85	148	26	1,450	104
CALIFORNIA	198	88	165	72	163	154	1,487	1,315
COLORADO	110	65	74	36	63	15	589	112
CONNECTICUT	0	0	29	2	50	15	145	0
DELAWARE	155	101	83	67	56	0	681	.
DISTRICT OF COLUMBIA	18	14	21	1	7	0	166	5
FLORIDA	1,120	784	978	571	899	53	7,822	68
GEORGIA	650	249	603	212	635	10	3,650	312
HAWAII	11	26	26	25	11	12	273	0
IDAHO	124	95	79	67	93	9	792	5
ILLINOIS	260	284	790	112	582	132	3,034	972
INDIANA	950	719	827	468	1,022	16	6,814	227
IOWA	376	255	306	164	289	53	2,363	161
KANSAS	213	153	185	76	168	19	1,285	75
KENTUCKY	775	482	584	301	455	69	4,060	81
LOUISIANA	415	145	289	97	183	28	1,919	275
MAINE	511	277	511	277	266	139	2,987	263
MARYLAND	29	22	10	19	14	5	167	0
MASSACHUSETTS	22	1	6	.	17	59	279	18
MICHIGAN	104	11	104	11	104	0	463	549
MINNESOTA	100	100	120	75	100	0	1,362	0
MISSISSIPPI	410	250	375	155	358	1	2,452	51
MISSOURI	504	360	504	360	388	0	3,222	106
MONTANA	42	32	10	18	22	1	255	1
NEBRASKA	90	88	77	45	174	0	684	6
NEVADA	30	22	16	17	18	0	183	7
NEW HAMPSHIRE	4	3	3	2	4	0	24	8
NEW JERSEY	399	285	342	149	393	100	2,958	92
NEW MEXICO	117	83	85	48	80	13	751	9
NEW YORK	282	225	225	225	282	0	5,010	0
NORTH CAROLINA	890	664	807	239	711	18	4,997	145
NORTH DAKOTA	2	26	5	8	11	6	140	0
OHIO	877	577	770	260	574	21	4,611	608
OKLAHOMA	261	79	103	46	214	2	1,160	86
OREGON	15	48	8	1	0	0	84	125
PENNSYLVANIA	750	757	571	183	715	287	4,273	2,460
PUERTO RICO	147	23	53	14	121	399	984	2,465
RHODE ISLAND	1	3	0	0	4	0	8	91
SOUTH CAROLINA	622	381	538	168	597	18	3,448	79
SOUTH DAKOTA	24	15	11	9	19	13	126	79
TENNESSEE	85	45	60	5	50	0	300	155
TEXAS	833	556	556	250	896	.	5,399	100
UTAH	129	119	125	29	55	10	703	1
VERMONT	29	14	6	17	4	11	109	106
VIRGINIA	467	372	413	100	333	26	2,911	122
WASHINGTON	438	438	438	438	438	0	4,076	0
WEST VIRGINIA	229	185	153	94	218	0	1,419	53
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	3	3	0	1	5	0	19	0
AMERICAN SAMOA	5	1	5	1	5	0	24	2
GUAM	12	12	10	0	34	0	80	2
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	10	4	7	2	3	1	49	0
U.S. AND INSULAR AREAS	16,320	11,097	14,120	6,432	13,879	1,004	103,667	13,073
50 STATES, D.C. & P.R.	16,293	11,080	14,098	6,429	13,837	1,003	103,514	13,069

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	355	53	0	0	1	13	107	115	22	23
ALASKA	31	0	0	0	0	1	5	0	3	2
ARIZONA	173	15	9	1	1	36	58	25	27	15
ARKANSAS	13	1	0	0	1	6	6	1	4	1
CALIFORNIA	60	35	15	7	3	11	25	37	35	21
COLORADO	147	1	0	0	1	66	15	13	11	18
CONNECTICUT	0	2	0	0	0	0	12	6	0	6
DELAWARE	112	45	1	0	0	1	15	4	8	0
DISTRICT OF COLUMBIA	11	0	0	0	0	4	0	0	0	0
FLORIDA	711	203	0	9	4	159	380	107	145	51
GEORGIA	159	12	3	0	2	17	24	37	39	12
HAWAII	16	5	12	0	0	16	16	2	8	2
IDAHO	10	0	0	1	0	2	1	1	1	1
ILLINOIS	265	40	2	3	0	26	48	28	84	7
INDIANA	200	34	0	1	3	28	112	30	32	28
IOWA	212	17	0	1	4	18	33	46	52	22
KANSAS	114	18	0	0	0	12	15	16	22	12
KENTUCKY	141	90	0	0	0	34	89	13	27	18
LOUISIANA	207	61	35	0	1	30	99	59	8	30
MAINE	265	25	2	1	0	300	79	70	0	19
MARYLAND	0	0	0	0	0	0	2	6	0	2
MASSACHUSETTS	10	35	1	0	.	8	8	5	30	16
MICHIGAN	52	4	1	0	0	73	8	6	0	29
MINNESOTA	293	8	0	0	0	175	0	120	59	60
MISSISSIPPI	14	5	0	1	0	8	3	7	2	0
MISSOURI	240	50	0	0	0	102	72	42	50	8
MONTANA	64	0	0	0	0	3	5	5	4	11
NEBRASKA	46	0	0	0	0	0	30	17	5	5
NEVADA	8	1	0	0	0	3	4	2	3	2
NEW HAMPSHIRE	19	2	0	0	0	0	3	3	1	4
NEW JERSEY	1,235	95	13	0	0	215	396	285	120	54
NEW MEXICO	125	9	0	0	0	42	66	29	31	4
NEW YORK	224	336	0	0	0	0	93	75	112	37
NORTH CAROLINA	325	51	0	0	3	32	127	105	35	49
NORTH DAKOTA	18	4	0	0	0	11	2	0	0	1
OHIO	185	10	0	0	0	32	49	41	28	14
OKLAHOMA	37	14	0	0	0	22	23	12	17	3
OREGON	10	0	0	0	0	0	2	0	1	0
PENNSYLVANIA	200	39	37	0	19	10	43	4	27	9
PUERTO RICO	1	5	0	0	4	7	5	2	0	0
RHODE ISLAND	2	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	117	5	1	0	0	28	40	6	7	0
SOUTH DAKOTA	36	3	1	0	0	7	3	6	4	4
TENNESSEE	24	0	0	0	0	0	15	0	0	0
TEXAS	1,200	300	0	.	.	.	900	.	400	450
UTAH	360	37	1	0	0	16	35	9	16	0
VERMONT	10	0	0	0	0	2	1	1	0	0
VIRGINIA	630	10	1	0	0	123	74	196	18	11
WASHINGTON	428	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	144	9	5	0	0	1	18	3	1	2
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	3	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	9	1	0	0	0	2	0	0	2	2
U.S. AND INSULAR AREAS	9,271	1,690	140	25	47	1,710	3,166	1,598	1,501	1,065
50 STATES, D.C. & P.R.	9,259	1,689	140	25	47	1,708	3,166	1,598	1,499	1,063

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	229	176	196	100	130	1	1,529	34
ALASKA	13	13	14	11	1	0	94	4
ARIZONA	132	76	95	50	103	7	832	17
ARKANSAS	11	12	7	6	4	0	73	3
CALIFORNIA	76	34	63	27	62	59	570	501
COLORADO	143	33	109	9	54	71	691	467
CONNECTICUT	23	0	16	4	5	0	82	0
DELAWARE	96	92	110	61	63	0	600	.
DISTRICT OF COLUMBIA	2	2	2	0	2	0	23	0
FLORIDA	580	332	430	229	542	13	3,895	63
GEORGIA	147	72	151	40	163	0	878	237
HAWAII	5	8	5	5	5	0	105	0
IDAHO	3	5	7	4	9	0	45	0
ILLINOIS	248	69	513	34	287	72	1,708	2,124
INDIANA	123	104	120	49	127	7	998	40
IOWA	156	97	160	91	115	27	1,051	115
KANSAS	81	37	73	30	37	155	630	80
KENTUCKY	127	111	119	44	64	40	917	5
LOUISIANA	167	52	102	24	120	7	1,010	113
MAINE	299	189	299	189	285	90	2,120	252
MARYLAND	10	20	6	3	4	2	55	0
MASSACHUSETTS	14	1	4	.	11	30	181	12
MICHIGAN	61	16	61	16	61	0	388	1,506
MINNESOTA	175	117	103	59	175	0	1,344	0
MISSISSIPPI	16	7	16	2	20	0	101	1
MISSOURI	150	30	148	26	126	0	1,044	50
MONTANA	17	6	9	3	11	0	138	1
NEBRASKA	25	42	30	32	47	0	279	0
NEVADA	8	1	7	4	5	0	48	22
NEW HAMPSHIRE	11	3	5	0	6	0	57	13
NEW JERSEY	893	256	899	560	880	171	6,072	424
NEW MEXICO	81	74	72	15	80	0	628	31
NEW YORK	224	149	112	112	149	0	1,623	0
NORTH CAROLINA	270	177	225	50	252	63	1,764	30
NORTH DAKOTA	1	1	6	1	0	2	47	0
OHIO	140	70	107	46	110	2	834	52
OKLAHOMA	29	23	24	20	26	0	250	9
OREGON	8	53	5	0	0	0	79	136
PENNSYLVANIA	205	197	69	36	210	0	1,105	20
PUERTO RICO	8	0	0	1	1	51	85	245
RHODE ISLAND	1	2	0	0	0	0	5	210
SOUTH CAROLINA	95	61	55	22	89	3	529	7
SOUTH DAKOTA	22	10	17	5	7	36	161	77
TENNESSEE	0	0	18	0	15	0	72	47
TEXAS	700	900	600	500	900	.	6,850	200
UTAH	330	104	192	63	149	0	1,312	65
VERMONT	7	0	2	5	4	1	33	32
VIRGINIA	414	168	271	203	225	9	2,353	106
WASHINGTON	295	342	0	0	0	0	1,065	0
WEST VIRGINIA	118	83	23	2	125	0	534	22
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	1	0	0	0	0	0	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	3	3	3	0	0	0	12	1
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	4	4	1	0	1	1	27	0
U.S. AND INSULAR AREAS	6,997	4,434	5,681	2,810	5,863	936	46,934	7,382
50 STATES, D.C. & P.R.	6,990	4,427	5,677	2,810	5,862	935	46,895	7,381

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXHX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

HARD OF HEARING AND DEAF

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	12	5	7	8	0	2	2	4	4	2
ALASKA	5	0	1	5	0	0	0	2	0	0
ARIZONA	16	2	5	9	0	0	1	1	4	0
ARKANSAS	21	12	19	21	0	0	0	6	18	0
CALIFORNIA	40	23	11	4	2	7	17	25	24	14
COLORADO	3	0	1	2	0	0	1	0	11	1
CONNECTICUT	0	2	5	3	0	0	1	0	0	1
DELAWARE	12	0	9	9	0	0	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	66	28	148	103	3	0	14	31	12	5
GEORGIA	16	3	9	1	4	0	3	11	2	0
HAWAII	19	13	12	19	19	4	19	10	4	4
IDAHO	3	1	2	1	1	1	2	2	2	0
ILLINOIS	10	0	6	15	0	2	0	2	4	1
INDIANA	40	8	13	35	2	2	0	11	4	9
IOWA	31	21	28	30	0	1	13	10	20	3
KANSAS	18	29	12	23	10	0	0	0	1	9
KENTUCKY	14	0	6	4	0	0	2	1	2	1
LOUISIANA	11	0	67	71	1	2	10	5	1	0
MAINE	16	3	22	23	14	0	0	7	0	1
MARYLAND	0	1	1	4	0	0	0	3	0	3
MASSACHUSETTS	1	4	0	0	.	0	1	0	3	2
MICHIGAN	1	0	0	0	0	0	0	0	0	0
MINNESOTA	55	40	30	10	0	0	10	30	10	0
MISSISSIPPI	6	1	1	2	0	0	4	3	2	1
MISSOURI	22	6	20	14	0	14	2	0	0	0
MONTANA	1	1	0	1	0	0	0	1	0	0
NEBRASKA	6	0	1	0	0	0	0	0	1	0
NEVADA	5	3	0	3	3	1	0	3	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	108	16	94	104	3	3	31	41	60	3
NEW MEXICO	11	3	2	6	0	1	2	1	1	1
NEW YORK	49	50	70	54	0	0	3	8	0	6
NORTH CAROLINA	45	3	37	51	1	0	3	2	5	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	21	19	16	26	0	1	11	22	16	1
OKLAHOMA	14	9	5	11	0	3	2	8	7	4
OREGON	0	0	0	1	0	0	0	0	0	0
PENNSYLVANIA	378	0	127	379	0	0	0	0	0	2
PUERTO RICO	1	2	9	2	3	0	1	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	63	41	4	12	0	1	1	13	3	43
SOUTH DAKOTA	2	1	0	1	0	0	1	1	1	1
TENNESSEE	0	0	0	0	0	0	0	0	10	0
TEXAS	75	76	130	150	.	.	80	.	25	29
UTAH	9	1	1	0	0	0	0	5	0	0
VERMONT	1	0	1	0	0	0	0	0	0	0
VIRGINIA	25	5	17	17	4	0	11	12	6	2
WASHINGTON	19	0	23	15	0	19	0	0	0	0
WEST VIRGINIA	4	0	0	3	0	0	0	1	0	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	3	0	0	1	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	0	1	0	0
U.S. AND INSULAR AREAS	1,277	424	975	1,263	70	78	267	304	265	161
50 STATES, D.C. & P.R.	1,275	424	975	1,263	70	78	267	303	265	161

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

HARD OF HEARING AND DEAF

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	21	13	17	9	14	0	120	2
ALASKA	9	3	3	5	2	0	35	0
ARIZONA	11	5	9	4	10	0	77	4
ARKANSAS	22	7	22	19	3	0	170	1
CALIFORNIA	51	22	42	18	42	40	382	338
COLORADO	5	2	5	0	15	1	53	18
CONNECTICUT	9	0	3	1	6	1	32	0
DELAWARE	11	9	15	9	6	0	87	.
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	102	67	89	28	114	3	805	15
GEORGIA	26	7	25	4	24	0	143	13
HAWAII	5	13	13	12	7	0	173	0
IDAHO	6	2	3	3	5	2	36	1
ILLINOIS	13	4	62	1	25	12	160	67
INDIANA	35	17	16	10	45	3	258	20
IOWA	31	21	23	19	31	2	293	8
KANSAS	7	4	3	3	5	9	133	7
KENTUCKY	10	8	9	3	7	2	69	0
LOUISIANA	66	1	53	2	55	16	361	27
MAINE	24	31	24	31	29	6	243	9
MARYLAND	2	7	1	2	5	0	29	0
MASSACHUSETTS	2	0	0	.	1	4	10	2
MICHIGAN	8	4	8	4	8	0	33	67
MINNESOTA	55	40	15	15	40	0	350	0
MISSISSIPPI	5	2	8	2	2	0	39	1
MISSOURI	6	6	16	6	14	0	126	12
MONTANA	1	0	1	0	2	0	8	2
NEBRASKA	8	6	6	4	8	0	54	0
NEVADA	5	3	7	1	5	0	39	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	1
NEW JERSEY	110	63	124	51	98	48	957	19
NEW MEXICO	6	3	6	1	9	5	58	4
NEW YORK	8	0	0	0	8	0	258	0
NORTH CAROLINA	35	21	24	10	50	0	287	6
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	31	29	33	12	34	6	200	30
OKLAHOMA	21	10	17	8	19	2	140	4
OREGON	1	10	0	0	0	0	12	19
PENNSYLVANIA	177	125	188	37	269	25	1,707	374
PUERTO RICO	10	0	7	0	7	48	90	204
RHODE ISLAND	0	0	1	0	0	0	2	16
SOUTH CAROLINA	78	18	60	5	48	0	382	1
SOUTH DAKOTA	4	2	2	2	1	3	22	30
TENNESSEE	20	9	23	0	5	0	67	12
TEXAS	50	75	50	75	100	.	915	5
UTAH	16	8	8	6	13	0	75	3
VERMONT	0	0	0	0	1	0	3	5
VIRGINIA	27	16	26	13	17	0	198	7
WASHINGTON	15	19	0	0	15	0	125	0
WEST VIRGINIA	5	7	2	0	6	1	31	3
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	3	0	5	0	3	0	15	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	1	0	3	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	3	0
U.S. AND INSULAR AREAS	1,167	719	1,076	435	1,236	239	9,956	1,363
50 STATES, D.C. & P.R.	1,165	719	1,076	435	1,235	239	9,950	1,363

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	29	40	12	0	5	25	45	19	29	39
ALASKA	2	6	1	0	0	2	2	6	5	3
ARIZONA	14	28	10	7	3	12	12	9	15	8
ARKANSAS	3	8	1	1	0	3	4	8	4	0
CALIFORNIA	41	24	10	5	2	8	17	25	24	15
COLORADO	20	10	2	0	1	6	5	20	19	12
CONNECTICUT	0	2	0	0	0	1	0	0	0	4
DELAWARE	0	4	0	0	0	0	2	4	2	3
DISTRICT OF COLUMBIA	7	7	0	0	0	1	1	2	7	0
FLORIDA	.	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.	.
HAWAII	2	2	2	2	2	2	2	2	2	2
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.	.	.
INDIANA	79	79	14	3	3	41	22	35	35	57
IOWA	4	15	5	0	0	12	8	11	23	24
KANSAS	0	2	2	1	0	6	4	0	4	15
KENTUCKY	16	38	9	0	1	7	13	29	14	11
LOUISIANA	2	3	1	1	0	1	1	3	2	2
MAINE	93	44	15	9	0	36	19	41	0	35
MARYLAND	4	1	1	1	0	0	2	9	2	5
MASSACHUSETTS	2	6	0	0	.	1	1	1	5	3
MICHIGAN	5	1	1	0	0	8	0	0	0	7
MINNESOTA	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	5	1	1	2	1	5	1	1	4	2
MISSOURI	8	10	2	0	0	2	12	10	10	12
MONTANA	3	3	0	0	0	1	3	2	1	0
NEBRASKA	4	4	2	1	0	1	3	3	3	3
NEVADA	11	10	3	2	1	2	11	8	12	6
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	101	73	19	9	9	41	51	57	35	41
NEW MEXICO	24	10	1	1	0	12	10	10	8	7
NEW YORK	179	322	0	0	0	0	36	107	358	54
NORTH CAROLINA	13	17	8	3	2	13	19	15	17	33
NORTH DAKOTA	.	.	.	.	.	.	.	.	.	.
OHIO	56	105	3	1	0	16	53	79	92	70
OKLAHOMA	7	13	12	0	0	12	4	11	10	0
OREGON	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.	.	.
PUERTO RICO	2	0	3	0	1	6	5	3	1	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	4	0	2	0	6	8	1	2	0	2
SOUTH DAKOTA	4	5	0	0	0	3	2	3	6	3
TENNESSEE	0	0	0	0	0	0	0	0	0	0
TEXAS	50	100	75	5	.	50	146	.	50	146
UTAH	31	35	3	1	0	3	14	10	18	21
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	14	10	10	0	1	9	9	4	12	5
WASHINGTON	10	5	3	5	3	0	50	5	5	50
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	1	0	0	0	0	1	0	1	1
GUAM	0	0	0	0	0	0	2	0	2	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	849	1,044	233	60	41	356	593	554	837	785
50 STATES, D.C. & P.R.	849	1,043	233	60	41	356	590	554	834	784

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	34	22	15	3	32	0	349	1
ALASKA	7	5	6	4	3	0	52	0
ARIZONA	26	13	18	12	18	1	206	3
ARKANSAS	6	5	3	4	5	0	55	1
CALIFORNIA	52	23	43	19	43	41	392	345
COLORADO	43	17	21	8	20	13	217	63
CONNECTICUT	3	0	2	0	1	3	16	0
DELAWARE	4	3	3	3	4	3	35	.
DISTRICT OF COLUMBIA	7	7	6	2	6	0	55	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	2	2	2	2	0	30	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	77	37	55	54	56	4	651	5
IOWA	17	8	15	0	3	3	146	0
KANSAS	20	5	5	2	8	8	82	0
KENTUCKY	36	32	35	21	21	12	295	5
LOUISIANA	6	3	3	1	4	0	33	7
MAINE	69	52	69	52	44	29	607	13
MARYLAND	10	14	0	6	7	2	66	0
MASSACHUSETTS	2	0	1	.	2	6	30	2
MICHIGAN	0	0	0	0	0	0	22	20
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	2	2	3	1	0	32	1
MISSOURI	6	2	2	2	6	0	84	0
MONTANA	1	2	0	0	3	0	19	1
NEBRASKA	4	1	1	1	4	0	35	0
NEVADA	11	8	7	2	3	1	98	1
NEW HAMPSHIRE	1	0	0	0	0	0	1	0
NEW JERSEY	168	51	89	47	117	44	952	66
NEW MEXICO	29	16	21	4	18	0	169	2
NEW YORK	179	54	18	288	179	0	1,772	0
NORTH CAROLINA	25	11	20	10	21	2	229	0
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	135	108	103	73	105	5	1,004	16
OKLAHOMA	7	8	6	7	15	0	112	2
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	6	0	2	0	1	59	93	233
RHODE ISLAND	0	0	0	1	0	0	1	11
SOUTH CAROLINA	4	1	2	0	2	0	34	0
SOUTH DAKOTA	6	2	1	1	4	5	45	4
TENNESSEE	11	6	15	0	0	0	32	25
TEXAS	146	75	100	75	146	.	1,164	5
UTAH	82	18	21	10	10	2	279	3
VERMONT	1	0	0	0	0	0	1	2
VIRGINIA	15	10	13	10	14	1	137	0
WASHINGTON	5	5	5	5	10	0	168	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	4	0
GUAM	0	0	0	0	2	0	6	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,264	628	730	732	940	244	9,810	837
50 STATES, D.C. & P.R.	1,264	628	730	732	938	244	9,800	837

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	8	17	6	0	0	9	4	9	7	2
ALASKA	7	2	2	0	0	3	7	4	9	0
ARIZONA	3	9	3	0	0	2	3	3	3	3
ARKANSAS	0	0	1	0	0	0	0	0	0	0
CALIFORNIA	46	27	12	5	2	9	19	28	27	16
COLORADO	10	1	1	0	2	1	2	2	2	0
CONNECTICUT	0	0	0	0	0	0	0	0	0	0
DELAWARE	7	1	1	2	0	5	7	5	5	5
DISTRICT OF COLUMBIA	2	1	0	0	0	2	1	0	0	0
FLORIDA	110	88	30	1	2	36	36	97	35	20
GEORGIA	8	10	2	0	0	4	2	9	8	0
HAWAII	5	5	5	0	2	1	5	2	1	0
IDAHO	8	6	3	0	0	3	5	6	5	3
ILLINOIS	19	9	2	1	0	5	10	2	15	5
INDIANA	7	13	7	0	1	5	3	2	4	1
IOWA	4	8	2	0	0	10	3	6	8	3
KANSAS	4	75	2	0	2	60	3	3	1	2
KENTUCKY	9	10	6	1	2	5	4	9	5	4
LOUISIANA	15	4	2	0	0	3	0	1	5	1
MAINE	10	10	3	3	0	14	5	11	0	1
MARYLAND	1	0	0	0	0	0	0	2	1	2
MASSACHUSETTS	1	3	0	0	.	1	1	0	2	1
MICHIGAN	5	0	0	0	0	5	1	3	0	0
MINNESOTA	55	40	32	0	0	12	12	35	12	11
MISSISSIPPI	16	9	6	1	1	5	8	7	12	2
MISSOURI	26	20	14	0	0	18	10	22	12	6
MONTANA	1	1	0	0	0	1	1	1	1	0
NEBRASKA	20	23	20	0	0	1	9	24	16	4
NEVADA	1	0	0	0	0	1	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	51	54	25	0	0	22	38	41	3	3
NEW MEXICO	6	3	1	0	0	2	0	3	2	1
NEW YORK	6	51	0	0	0	0	3	0	0	3
NORTH CAROLINA	27	24	12	0	1	10	7	11	5	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	44	47	9	1	5	18	28	31	31	13
OKLAHOMA	1	3	5	0	0	1	3	2	1	1
OREGON	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	69	66	59	0	0	0	1	7	0	6
PUERTO RICO	0	5	4	0	1	2	0	0	0	1
RHODE ISLAND	0	0	0	0	1	0	0	0	0	0
SOUTH CAROLINA	23	25	20	1	0	8	13	19	15	4
SOUTH DAKOTA	1	0	0	0	0	0	0	0	0	0
TENNESSEE	0	5	0	0	0	0	0	5	0	0
TEXAS	75	150	150	0	.	85	100	.	20	125
UTAH	62	5	1	0	0	26	27	2	19	2
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	12	13	1	0	0	6	8	10	6	0
WASHINGTON	15	15	15	0	0	0	0	5	0	2
WEST VIRGINIA	10	5	5	0	0	4	3	10	1	1
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	811	865	469	16	22	485	392	446	299	262
50 STATES, D.C. & P.R.	810	865	469	16	22	485	392	446	209	262

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXXX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	22	18	24	8	17	1	152	1
ALASKA	9	9	6	4	7	0	69	0
ARIZONA	10	3	9	5	5	0	61	0
ARKANSAS	0	0	0	0	0	0	1	5
CALIFORNIA	59	26	49	21	48	46	448	388
COLORADO	9	4	4	1	5	2	46	16
CONNECTICUT	1	0	0	0	0	0	1	0
DELAWARE	7	6	6	10	7	0	74	.
DISTRICT OF COLUMBIA	0	2	0	0	0	0	8	0
FLORIDA	124	46	59	33	73	11	801	3
GEORGIA	6	2	10	2	10	0	73	2
HAWAII	3	3	2	2	2	0	38	0
IDAHO	8	8	6	1	8	3	73	0
ILLINOIS	16	8	87	6	33	4	222	55
INDIANA	15	11	17	7	22	0	115	0
IOWA	12	10	11	5	12	2	96	6
KANSAS	7	5	4	0	6	0	174	10
KENTUCKY	13	10	14	7	10	2	111	0
LOUISIANA	19	16	16	2	21	7	112	14
MAINE	6	11	6	11	10	1	102	6
MARYLAND	1	4	1	1	2	0	15	0
MASSACHUSETTS	1	0	0	.	1	3	14	1
MICHIGAN	7	5	7	5	7	0	45	122
MINNESOTA	55	40	15	15	40	0	374	0
MISSISSIPPI	12	12	18	16	15	0	140	2
MISSOURI	32	16	32	12	24	0	244	0
MONTANA	1	0	0	0	1	0	8	1
NEBRASKA	19	19	20	0	21	0	204	0
NEVADA	0	0	0	0	0	0	2	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	63	47	54	25	66	16	588	0
NEW MEXICO	10	4	4	1	2	0	39	2
NEW YORK	6	0	0	0	6	0	61	0
NORTH CAROLINA	35	7	27	7	29	5	215	8
NORTH DAKOTA	0	0	0	0	0	0	9	0
OHIO	63	34	54	15	41	17	451	29
OKLAHOMA	7	6	2	0	7	0	39	3
OREGON	0	0	0	0	0	0	0	22
PENNSYLVANIA	64	2	61	0	59	16	412	58
PUERTO RICO	1	0	4	0	2	22	42	157
RHODE ISLAND	4	0	0	0	0	0	5	8
SOUTH CAROLINA	26	16	23	11	24	2	230	2
SOUTH DAKOTA	1	0	0	0	0	3	5	4
TENNESSEE	25	0	23	0	0	0	58	15
TEXAS	40	40	30	25	50	.	690	25
UTAH	63	60	53	29	56	0	405	0
VERMONT	1	0	0	0	1	0	2	2
VIRGINIA	11	10	14	9	11	0	111	2
WASHINGTON	20	20	20	0	15	0	127	0
WEST VIRGINIA	9	10	5	1	11	0	75	0
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	1	0	1	0	2	0	5	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	1	0
U.S. AND INSULAR AREAS	924	550	798	305	789	163	7,516	970
50 STATES, D.C. & P.R.	924	550	798	305	789	163	7,515	970

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	5	2	1	0	1	4	3	3	2	1
ALASKA	1	1	0	0	0	0	4	5	4	5
ARIZONA	6	1	1	0	0	1	1	1	2	1
ARKANSAS	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	74	43	18	8	3	14	31	45	43	26
COLORADO	.	.	.	.	.	.	.	.	.	.
CONNECTICUT	0	1	0	0	0	0	0	0	0	0
DELAWARE	2	0	0	0	0	0	2	0	0	0
DISTRICT OF COLUMBIA	6	0	0	0	0	2	5	3	2	1
FLORIDA	75	13	4	3	3	10	24	12	20	11
GEORGIA	7	7	2	0	0	1	5	6	1	2
HAWAII	2	0	2	0	2	0	0	0	2	0
IDAHO	4	2	0	0	0	2	1	3	3	3
ILLINOIS	10	0	0	0	0	2	0	1	7	3
INDIANA	10	10	3	1	0	3	5	4	4	3
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	1	0	0	0	0	0	0	0	2
KENTUCKY	11	3	0	0	0	1	3	0	2	0
LOUISIANA	15	11	10	5	0	12	6	2	7	1
MAINE	22	4	4	2	0	26	11	9	0	9
MARYLAND	2	1	1	0	0	0	1	5	0	3
MASSACHUSETTS	1	4	0	0	.	1	1	0	3	2
MICHIGAN	0	0	0	0	0	2	0	1	0	1
MINNESOTA	34	20	10	0	0	34	6	6	13	10
MISSISSIPPI	.	.	.	.	.	.	.	.	.	.
MISSOURI	0	0	0	0	0	0	0	0	0	0
MONTANA	4	1	1	0	1	1	0	0	1	0
NEBRASKA	.	.	.	.	.	.	.	.	.	.
NEVADA	1	1	0	0	0	1	0	1	0	0
NEW HAMPSHIRE	2	0	0	0	0	1	1	0	0	0
NEW JERSEY	20	0	0	0	0	6	6	0	6	3
NEW MEXICO	4	2	1	1	0	3	2	9	2	0
NEW YORK	20	80	0	0	0	0	5	10	0	10
NORTH CAROLINA	25	31	7	0	0	10	11	14	12	6
NORTH DAKOTA	2	0	0	0	0	1	0	0	0	1
OHIO	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	1	1	0	0	0	1	0	1	1	1
OREGON	3	0	0	0	0	2	4	5	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.	.	.
PUERTO RICO	5	7	0	1	2	1	3	2	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	1	0	0	0	1	2	1	0	1
SOUTH DAKOTA	1	0	0	0	0	0	0	0	0	0
TENNESSEE	5	0	0	0	0	0	0	0	4	0
TEXAS	250	100	250	0	.	300	250	.	50	100
UTAH	3	0	0	0	0	1	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	3	1	0	1	1	0	3	2	2	0
WASHINGTON	124	0	0	0	0	44	0	24	0	0
WEST VIRGINIA	1	1	0	0	0	0	0	1	1	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	771	364	315	21	13	494	396	173	194	206
50 STATES, D.C. & P.R.	771	364	315	21	13	494	396	173	194	206

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	7	4	6	0	9	0	48	4
ALASKA	2	4	5	0	1	0	32	0
ARIZONA	1	1	1	1	1	1	20	8
ARKANSAS	2	0	1	0	1	0	4	0
CALIFORNIA	94	42	78	34	77	73	703	620
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	0	0	1	0	0	4	6	0
DELAWARE	2	0	2	0	2	0	10	.
DISTRICT OF COLUMBIA	5	5	6	5	5	0	45	0
FLORIDA	15	9	14	9	10	1	233	22
GEORGIA	2	7	2	7	3	0	52	3
HAWAII	0	0	8	0	0	0	8	0
IDAHO	6	5	6	3	6	1	45	1
ILLINOIS	8	5	28	3	15	5	87	40
INDIANA	11	5	11	5	6	2	83	2
IOWA	0	0	0	0	0	0	0	0
KANSAS	1	1	0	0	2	0	7	1
KENTUCKY	6	6	2	6	8	0	48	0
LOUISIANA	15	1	16	2	14	2	119	15
MAINE	25	22	25	22	24	9	214	54
MARYLAND	5	6	1	2	4	1	32	0
MASSACHUSETTS	1	0	0	.	1	4	18	1
MICHIGAN	1	0	1	0	1	0	7	6
MINNESOTA	34	34	0	23	34	0	258	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0	0	0	0	0	0	0	16
MONTANA	1	1	1	1	82	1	96	1
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	2	1	1	1	2	0	11	2
NEW HAMPSHIRE	1	1	0	0	1	1	8	3
NEW JERSEY	22	6	9	3	19	6	126	32
NEW MEXICO	4	3	3	0	4	0	29	0
NEW YORK	20	0	0	0	10	0	163	0
NORTH CAROLINA	43	19	28	10	43	3	268	3
NORTH DAKOTA	0	1	0	0	1	1	7	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	4	0	1	0	2	0	13	0
OREGON	5	2	1	0	0	1	23	28
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	3	0	0	0	4	61	88	449
RHODE ISLAND	0	0	0	0	0	0	0	25
SOUTH CAROLINA	5	1	5	1	2	0	22	0
SOUTH DAKOTA	0	0	0	0	1	2	4	32
TENNESSEE	15	0	20	0	0	0	52	20
TEXAS	200	150	100	75	75	.	1,900	100
UTAH	2	0	3	1	1	0	11	0
VERMONT	0	0	0	1	0	0	1	3
VIRGINIA	3	3	8	1	9	0	37	28
WASHINGTON	124	124	100	0	124	0	664	0
WEST VIRGINIA	1	1	0	1	1	0	8	0
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	698	470	494	217	605	179	5,610	1,523
50 STATES, D.C. & P.R.	698	470	494	217	605	179	5,610	1,523

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESIENTIAL SERVICES
ALABAMA	8	3	7	0	8	1	0	5	2	1
ALASKA	0	0	0	0	1	0	0	1	0	0
ARIZONA	13	3	3	0	5	2	3	4	3	2
ARKANSAS	4	2	0	0	0	0	0	2	0	0
CALIFORNIA	16	9	4	2	1	3	7	10	9	6
COLORADO	3	1	2	0	9	0	0	4	3	0
CONNECTICUT	0	3	1	0	1	0	0	0	0	3
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	30	36	10	1	4	12	4	31	1	3
GEORGIA	13	5	2	0	5	0	2	3	2	0
HAWAII	3	3	3	1	3	3	3	3	2	2
IDAHO	2	1	0	0	1	0	0	1	0	0
ILLINOIS	5	6	2	1	3	0	1	2	10	1
INDIANA	22	22	19	3	20	6	11	11	18	5
IOWA	5	6	4	0	3	2	5	4	5	2
KANSAS	0	10	3	0	3	1	0	3	2	1
KENTUCKY	15	7	6	1	7	0	4	6	3	0
LOUISIANA	11	10	8	3	7	0	0	3	2	0
MAINE	7	1	5	12	17	17	2	3	0	0
MARYLAND	0	5	0	0	3	3	0	9	10	4
MASSACHUSETTS	0	2	0	0	.	0	0	0	1	1
MICHIGAN	1	1	0	0	0	1	0	1	0	0
MINNESOTA	27	20	11	0	11	0	17	0	9	0
MISSISSIPPI	2	0	1	0	1	0	0	1	1	0
MISSOURI	10	8	8	4	8	6	0	6	6	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	3	4	4	0	4	0	0	4	0	0
NEVADA	1	0	0	0	3	0	0	1	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0	0	0
NEW JERSEY	16	9	13	3	6	6	6	6	6	0
NEW MEXICO	1	3	0	0	0	0	4	0	0	0
NEW YORK	9	39	34	0	40	8	2	4	26	2
NORTH CAROLINA	17	8	12	1	13	2	5	10	7	4
NORTH DAKOTA	3	0	0	0	0	0	0	0	0	0
OHIO	15	8	17	0	20	0	7	16	10	0
OKLAHOMA	7	8	9	0	0	2	5	6	1	0
OREGON	0	1	0	0	0	0	2	0	0	0
PENNSYLVANIA	720	17	0	0	0	89	24	4	1	46
PUERTO RICO	5	1	2	0	3	1	0	1	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	5	7	4	1	2	1	5	5	3	2
SOUTH DAKOTA	1	0	0	0	0	0	0	1	0	0
TENNESSEE	0	0	0	0	0	0	0	0	0	0
TEXAS	30	20	65	.	50	.	10	.	15	5
UTAH	6	3	5	1	5	0	1	2	1	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	19	11	16	0	20	8	9	9	15	6
WASHINGTON	5	5	5	0	5	14	0	5	0	0
WEST VIRGINIA	3	1	3	0	3	0	0	2	0	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,064	309	288	34	295	188	139	189	174	96
50 STATES, D.C. & P.R.	1,064	309	288	34	295	188	139	189	174	96

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXHX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	11	7	11	4	8	0	76	2
ALASKA	1	0	0	0	0	0	3	0
ARIZONA	11	6	7	4	13	1	80	22
ARKANSAS	3	0	0	0	0	0	11	0
CALIFORNIA	20	9	17	7	17	16	153	134
COLORADO	2	0	0	0	7	2	33	14
CONNECTICUT	5	0	2	1	0	7	23	0
DELAWARE	0	0	0	0	3	0	3	.
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	45	14	17	8	22	3	241	0
GEORGIA	15	2	19	0	9	0	77	7
HAWAII	3	3	3	3	3	0	41	0
IDAHO	3	2	3	0	1	0	14	0
ILLINOIS	10	5	34	2	14	3	99	18
INDIANA	27	15	18	10	30	2	239	7
IOWA	7	4	3	3	5	0	58	0
KANSAS	3	4	2	1	7	1	41	2
KENTUCKY	11	7	9	5	7	6	94	0
LOUISIANA	8	2	7	0	12	4	77	11
MAINE	12	12	12	12	17	1	130	6
MARYLAND	1	18	10	5	9	2	79	0
MASSACHUSETTS	1	0	0	.	0	2	7	1
MICHIGAN	1	0	1	0	1	0	7	20
MINNESOTA	18	0	9	9	27	4	162	0
MISSISSIPPI	4	1	2	2	5	0	20	0
MISSOURI	8	4	8	4	6	0	86	4
MONTANA	0	0	0	0	1	0	1	1
NEBRASKA	3	4	2	0	4	0	32	0
NEVADA	3	3	4	0	3	0	18	0
NEW HAMPSHIRE	1	0	0	0	0	0	2	0
NEW JERSEY	13	9	16	6	19	6	148	0
NEW MEXICO	5	2	2	0	5	0	22	1
NEW YORK	10	13	34	34	4	0	251	0
NORTH CAROLINA	10	15	10	6	12	0	132	0
NORTH DAKOTA	0	0	0	0	2	0	5	0
OHIO	21	8	22	3	12	3	162	5
OKLAHOMA	5	7	5	4	7	0	66	2
OREGON	0	2	1	0	0	0	6	14
PENNSYLVANIA	627	3	611	606	616	399	3,763	1,434
PUERTO RICO	6	0	1	1	5	21	47	183
RHODE ISLAND	0	0	0	0	0	0	0	4
SOUTH CAROLINA	7	8	7	3	6	1	67	0
SOUTH DAKOTA	1	1	1	0	1	2	8	1
TENNESSEE	6	0	5	0	3	0	14	4
TEXAS	50	75	30	15	43	.	408	25
UTAH	5	3	4	1	5	0	42	0
VERMONT	0	0	0	0	2	0	2	2
VIRGINIA	24	19	15	13	20	1	205	5
WASHINGTON	5	14	5	0	5	0	68	0
WEST VIRGINIA	1	3	1	0	4	0	21	1
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,033	304	970	772	1,002	487	7,336	1,930
50 STATES, D.C. & P.R.	1,033	304	970	772	1,002	487	7,336	1,930

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	1	2	1	0	0	1	1	0	1	1
ALASKA	1	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0
ARKANSAS	1	0	0	0	0	0	0	0	0	0
CALIFORNIA	1	1	0	0	0	0	0	1	1	0
COLORADO	0	0	0	0	0	0	0	3	3	3
CONNECTICUT	0	1	0	0	0	0	0	0	0	1
DELAWARE	1	1	1	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	5	1	5	0	0	6	5	0	0	3
FLORIDA	1	1	1	1	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0	0	0
HAWAII	1	1	1	1	1	1	1	1	1	1
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	1	0	0	1	0	0	0	1	0	2
INDIANA	0	0	0	0	0	0	0	0	0	0
IOWA	5	5	5	5	5	0	0	5	5	4
KANSAS	0	1	0	0	0	0	0	0	1	1
KENTUCKY	0	0	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	0	0	0	0	0
MARYLAND	0	0	1	0	0	1	0	1	1	1
MASSACHUSETTS	0	0	0	0	.	0	0	0	0	0
MICHIGAN	0	0	0	0	0	0	0	0	0	0
MINNESOTA	3	3	3	3	0	3	3	3	3	3
MISSISSIPPI	0	0	0	0	0	0	0	0	0	0
MISSOURI	2	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	.	.	.	.	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	13	22	22	22	22	0	18	6	18	18
NORTH CAROLINA	0	0	0	0	0	0	0	0	0	2
NORTH DAKOTA	1	0	0	0	1	0	0	0	0	0
OHIO	0	2	0	0	0	0	1	1	1	5
OKLAHOMA	0	0	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.	.	.
PUERTO RICO	0	0	0	0	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0	0	0
TEXAS	25	25	25	25	.	.	25	.	25	25
UTAH	0	2	2	2	0	0	0	2	2	2
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	1	1	0	0	1	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	.	.	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	1	0	1	1
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	63	70	67	61	30	12	55	24	63	74
50 STATES, D.C. & P.R.	63	69	67	61	30	12	54	24	62	73

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 14 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1987-88 SCHOOL YEAR BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2	2	2	0	1	0	15	0
ALASKA	0	0	0	0	0	0	1	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	1	0
CALIFORNIA	1	1	1	0	1	1	9	10
COLORADO	3	0	1	0	1	2	16	0
CONNECTICUT	0	0	0	1	0	3	6	0
DELAWARE	1	1	1	1	0	0	8	.
DISTRICT OF COLUMBIA	0	3	0	0	0	0	28	0
FLORIDA	1	1	1	1	1	0	9	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	1	1	1	1	1	0	15	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	1	0	0	3	0	9	1
INDIANA	2	2	2	0	2	0	8	0
IOWA	5	5	5	5	4	0	63	0
KANSAS	1	1	1	1	1	0	8	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	1	1	0
MARYLAND	0	6	1	0	1	0	13	0
MASSACHUSETTS	0	0	0	.	0	0	0	0
MICHIGAN	0	0	0	0	0	0	0	0
MINNESOTA	3	3	0	3	3	3	42	0
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	2	0	2	0	0	0	6	0
MONTANA	0	0	0	0	0	0	0	1
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	18	3	1	18	22	0	223	0
NORTH CAROLINA	0	0	0	0	0	0	2	0
NORTH DAKOTA	0	0	0	1	0	0	3	0
OHIO	2	2	1	0	1	0	16	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0	0	0	0	0	0	1	3
RHODE ISLAND	0	0	0	0	0	0	0	3
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	25	25	25	25	25	.	300	0
UTAH	2	2	2	0	2	2	22	0
VERMONT	0	0	0	0	0	0	0	1
VIRGINIA	0	1	0	0	0	1	5	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	4	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	69	60	47	57	69	13	834	19
50 STATES, D.C. & P.R.	69	60	47	57	69	13	830	19

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(ANXXNX1A)

TABLE AF1

ESTIMATED RESIDENT POPULATION BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1987-88	NUMBER 1988-89	CHANGE IN NUMBER 1988-89 LESS 1976-77	CHANGE IN NUMBER 1988-89 LESS 1987-88	PERCENT CHANGE IN NUMBER 1988-89 LESS 1976-77	PERCENT CHANGE IN NUMBER 1988-89 LESS 1987-88
ALABAMA	1,276,000	1,197,000	1,193,000	-83,000	-4,000	-6.50	-0.33
ALASKA	171,000	170,000	168,000	-3,000	-2,000	-1.75	-1.18
ARIZONA	788,000	946,000	977,000	189,000	31,000	23.98	3.28
ARKANSAS	704,000	689,000	690,000	-14,000	1,000	-1.99	0.15
CALIFORNIA	7,092,000	7,499,000	7,667,000	575,000	168,000	8.11	2.24
COLORADO	900,000	909,000	908,000	8,000	-1,000	0.89	-0.11
CONNECTICUT	1,021,000	822,000	814,000	-207,000	-8,000	-20.27	-0.97
DELAWARE	205,000	174,000	178,000	-27,000	4,000	-13.17	2.30
DISTRICT OF COLUMBIA	227,000	143,000	143,000	-84,000	0	-37.00	0.00
FLORIDA	2,525,000	2,857,000	2,931,000	406,000	74,000	16.08	2.59
GEORGIA	1,778,000	1,852,000	1,883,000	105,000	31,000	5.91	1.67
HAWAII	321,000	304,000	304,000	-17,000	0	-5.30	0.00
IDAHO	297,000	318,000	317,000	20,000	-1,000	6.73	-0.31
ILLINOIS	3,802,000	3,212,000	3,173,000	-629,000	-39,000	-16.54	-1.21
INDIANA	1,854,000	1,580,000	1,573,000	-281,000	-7,000	-15.16	-0.44
IOWA	970,000	785,000	769,000	-201,000	-16,000	-20.72	-2.04
KANSAS	763,000	680,000	685,000	-78,000	5,000	-10.22	0.74
KENTUCKY	1,181,000	1,082,000	1,066,000	-115,000	-16,000	-9.74	-1.48
LOUISIANA	1,444,000	1,375,000	1,356,000	-88,000	-19,000	-6.09	-1.38
MAINE	368,000	329,000	328,000	-40,000	-1,000	-10.87	-0.30
MARYLAND	1,437,000	1,211,000	1,221,000	-216,000	10,000	-15.03	0.83
MASSACHUSETTS	1,930,000	1,471,000	1,454,000	-476,000	-17,000	-24.66	-1.16
MICHIGAN	3,267,000	2,643,000	2,627,000	-640,000	-16,000	-19.59	-0.61
MINNESOTA	1,393,000	1,170,000	1,179,000	-214,000	9,000	-15.36	0.77
MISSISSIPPI	882,000	841,000	831,000	-51,000	-10,000	-5.78	-1.19
MISSOURI	1,587,000	1,387,000	1,389,000	-198,000	2,000	-12.48	0.14
MONTANA	265,000	233,000	230,000	-35,000	-3,000	-13.21	-1.29
NEBRASKA	528,000	445,000	447,000	-81,000	2,000	-15.34	0.45
NEVADA	211,000	259,000	272,000	61,000	13,000	28.91	5.02
NEW HAMPSHIRE	281,000	287,000	293,000	12,000	6,000	4.27	2.09
NEW JERSEY	2,398,000	1,982,000	1,961,000	-437,000	-21,000	-18.22	-1.06
NEW MEXICO	447,000	460,000	461,000	14,000	1,000	3.13	0.22
NEW YORK	5,814,000	4,689,000	4,645,000	-1,169,000	-44,000	-20.11	-0.94
NORTH CAROLINA	1,883,000	1,780,000	1,783,000	-100,000	3,000	-5.31	0.17
NORTH DAKOTA	230,000	196,000	192,000	-38,000	-4,000	-16.52	-2.04
OHIO	3,687,000	3,025,000	3,010,000	-677,000	-15,000	-18.36	-0.50
OKLAHOMA	906,000	938,000	933,000	27,000	-5,000	2.98	-0.53
OREGON	752,000	723,000	727,000	-25,000	4,000	-3.32	0.55
PENNSYLVANIA	3,793,000	3,094,000	3,073,000	-720,000	-21,000	-18.98	-0.68
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	253,000	252,000	-56,000	-1,000	-18.18	-0.40
SOUTH CAROLINA	1,035,000	1,015,000	1,020,000	-15,000	5,000	-1.45	0.49
SOUTH DAKOTA	241,000	203,000	205,000	-36,000	2,000	-14.94	0.99
TENNESSEE	1,413,000	1,351,000	1,351,000	-62,000	0	-4.39	0.00
TEXAS	4,446,000	5,104,000	5,122,000	676,000	18,000	15.20	0.35
UTAH	481,000	628,000	635,000	154,000	7,000	32.02	1.11
VERMONT	168,000	153,000	154,000	-14,000	1,000	-8.33	0.65
VIRGINIA	1,754,000	1,591,000	1,599,000	-155,000	8,000	-8.84	0.50
WASHINGTON	1,217,000	1,228,000	1,253,000	36,000	25,000	2.96	2.04
WEST VIRGINIA	592,000	539,000	526,000	-66,000	-13,000	-11.15	-2.41
WISCONSIN	1,613,000	1,352,000	1,354,000	-259,000	2,000	-16.06	0.15
WYOMING	136,000	151,000	147,000	11,000	-4,000	8.09	-2.65
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,782,000	67,325,000	67,469,000	-5,313,000	144,000	-7.30	0.21
50 STATES, D.C. & P.R.	72,782,000	67,325,000	67,469,000	-5,313,000	144,000	-7.30	0.21

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(RPXXZZ1A)

TABLE AF2

ESTIMATED RESIDENT POPULATION BY STATE FOR 3-5 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1987-88	1988-89	1988-89 LESS 1976-77	1988-89 LESS 1987-88	1988-89 LESS 1976-77	1988-89 LESS 1987-88
ALABAMA	175,341	180,000	179,000	3,659	-1,000	2.09	-0.56
ALASKA	24,068	35,000	35,000	10,932	0	45.42	0.00
ARIZONA	120,127	165,000	172,000	51,873	7,000	43.18	4.24
ARKANSAS	101,569	105,000	105,000	3,431	0	3.38	0.00
CALIFORNIA	909,219	1,335,000	1,375,000	465,781	40,000	51.[illegible]	3.00
COLORADO	120,145	160,000	160,000	39,855	0	33.17	0.00
CONNECTICUT	113,358	125,000	128,000	14,642	3,000	12.92	2.40
DELAWARE	25,241	27,000	28,000	2,759	1,000	10.93	3.70
DISTRICT OF COLUMBIA	27,938	27,000	27,000	-938	0	-3.36	0.00
FLORIDA	344,352	470,000	498,000	153,648	28,000	44.62	5.96
GEORGIA	249,132	284,000	294,000	44,868	10,000	18.01	3.52
HAWAII	45,097	54,000	53,000	7,903	-1,000	17.52	-1.85
IDAHO	44,631	53,000	51,000	6,369	-2,000	14.27	-3.77
ILLINOIS	499,178	519,000	508,000	8,822	-11,000	1.77	-2.12
INDIANA	246,507	237,000	234,000	-12,507	-3,000	-5.07	-1.27
IOWA	118,766	123,000	118,000	-766	-5,000	-0.64	-4.07
KANSAS	96,784	117,000	115,000	18,216	-2,000	18.82	-1.71
KENTUCKY	162,249	161,000	155,000	-7,249	-6,000	-4.47	-3.73
LOUISIANA	198,917	236,000	232,000	33,083	-4,000	16.63	-1.69
MAINE	47,644	50,000	50,000	2,356	0	4.95	0.00
MARYLAND	164,831	193,000	200,000	35,169	7,000	21.34	3.63
MASSACHUSETTS	213,304	224,000	228,000	14,696	4,000	6.89	1.79
MICHIGAN	413,467	395,000	394,000	-19,467	-1,000	-4.71	-0.25
MINNESOTA	166,645	194,000	194,000	27,355	0	16.42	0.00
MISSISSIPPI	130,900	132,000	128,000	-2,900	-4,000	-2.22	-3.03
MISSOURI	205,393	223,000	222,000	16,607	-1,000	8.09	-0.45
MONTANA	35,214	40,000	39,000	3,786	-1,000	10.75	-2.50
NEBRASKA	69,511	75,000	73,000	3,489	-2,000	5.02	-2.67
NEVADA	27,838	45,000	48,000	20,162	3,000	72.42	6.67
NEW HAMPSHIRE	34,881	44,000	46,000	11,119	2,000	31.88	4.55
NEW JERSEY	290,746	296,000	302,000	11,254	6,000	3.87	2.03
NEW MEXICO	64,122	81,000	81,000	16,878	0	26.32	0.00
NEW YORK	702,865	730,000	736,000	33,135	6,000	4.71	0.82
NORTH CAROLINA	252,156	260,000	264,000	11,844	4,000	4.70	1.54
NORTH DAKOTA	30,231	35,000	33,000	2,769	-2,000	9.16	-5.71
OHIO	470,129	469,000	462,000	-8,129	-7,000	-1.73	-1.49
OKLAHOMA	126,173	163,000	160,000	33,827	-3,000	26.81	-1.84
OREGON	98,561	116,000	114,000	15,439	-2,000	15.66	-1.72
PENNSYLVANIA	460,377	471,000	470,000	9,623	-1,000	2.09	-0.21
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	38,000	39,000	3,638	1,000	10.29	2.63
SOUTH CAROLINA	144,888	155,000	156,000	11,112	1,000	7.67	0.65
SOUTH DAKOTA	32,481	35,000	35,000	2,519	0	7.76	0.00
TENNESSEE	192,024	199,000	200,000	7,976	1,000	4.15	0.50
TEXAS	634,321	896,000	906,000	271,679	10,000	42.83	1.12
UTAH	81,356	115,000	111,000	29,644	-4,000	36.44	-3.48
VERMONT	20,524	24,000	24,000	3,476	0	16.94	0.00
VIRGINIA	216,877	245,000	250,000	33,123	5,000	15.27	2.04
WASHINGTON	147,905	205,000	208,000	60,095	3,000	40.63	1.46
WEST VIRGINIA	84,025	75,000	71,000	-13,025	-4,000	-15.50	-5.33
WISCONSIN	192,191	215,000	216,000	23,809	1,000	12.39	0.47
WYOMING	19,946	28,000	26,000	6,054	-2,000	30.35	-7.14
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,429,510	10,879,000	10,953,000	1,523,490	74,000	16.16	0.68
50 STATES, D.C. & P.R.	9,429,510	10,879,000	10,953,000	1,523,490	74,000	16.16	0.68

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(RPXXZZ1A)

TABLE AF3

ESTIMATED RESIDENT POPULATION
BY STATE FOR 6-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1987-88	1988-89	1988-89 LESS 1976-77	1988-89 LESS 1987-88	1988-89 LESS 1976-77	1988-89 LESS 1987-88
ALABAMA	812,953	760,000	759,000	-53,953	-1,000	-6.64	-0.13
ALASKA	102,411	100,000	99,000	-3,411	-1,000	-3.33	-1.00
ARIZONA	490,548	577,000	596,000	105,452	19,000	21.50	3.29
ARKANSAS	450,431	439,000	441,000	-9,431	2,000	-2.09	0.46
CALIFORNIA	4,446,498	4,556,000	4,654,000	207,502	98,000	4.67	2.15
COLORADO	551,093	552,000	550,000	-1,093	-2,000	-0.20	-0.36
CONNECTICUT	671,319	502,000	496,000	-175,319	-6,000	-26.12	-1.20
DELAWARE	128,764	106,000	109,000	-19,764	3,000	-15.35	2.83
DISTRICT OF COLUMBIA	136,585	81,000	82,000	-54,585	1,000	-39.96	1.23
FLORIDA	1,586,530	1,738,000	1,779,000	192,470	41,000	12.13	2.36
GEORGIA	1,120,109	1,163,000	1,181,000	60,891	18,000	5.44	1.55
HAWAII	191,110	179,000	180,000	-11,110	1,000	-5.81	0.56
IDAHO	186,590	204,000	205,000	18,410	1,000	9.87	0.49
ILLINOIS	2,429,966	1,999,000	1,976,000	-453,966	-23,000	-18.68	-1.15
INDIANA	1,182,681	999,000	994,000	-188,681	-5,000	-15.95	-0.50
IOWA	632,399	494,000	484,000	-148,399	-10,000	-23.47	-2.02
KANSAS	473,180	419,000	424,000	-49,180	5,000	-10.39	1.19
KENTUCKY	746,989	683,000	675,000	-71,989	-8,000	-9.64	-1.17
LOUISIANA	923,078	851,000	845,000	-78,078	-6,000	-8.46	-0.71
MAINE	237,130	204,000	203,000	-34,130	-1,000	-14.39	-0.49
MARYLAND	928,271	728,000	735,000	-193,271	7,000	-20.82	0.96
MASSACHUSETTS	1,242,391	874,000	858,000	-384,391	-16,000	-30.94	-1.83
MICHIGAN	2,095,777	1,661,000	1,648,000	-447,777	-13,000	-21.37	-0.78
MINNESOTA	898,231	722,000	731,000	-167,231	9,000	-18.62	1.25
MISSISSIPPI	562,604	535,000	530,000	-32,604	-5,000	-5.80	-0.93
MISSOURI	1,003,075	865,000	868,000	-135,075	3,000	-13.47	0.35
MONTANA	169,330	147,000	146,000	-23,330	-1,000	-13.78	-0.68
NEBRASKA	332,339	276,000	279,000	-53,339	3,000	-16.05	1.09
NEVADA	135,073	160,000	168,000	32,927	8,000	24.38	5.00
NEW HAMPSHIRE	183,785	175,000	179,000	-4,785	4,000	-2.60	2.29
NEW JERSEY	1,587,994	1,220,000	1,203,000	-384,994	-17,000	-24.24	-1.39
NEW MEXICO	280,878	285,000	288,000	7,122	3,000	2.54	1.05
NEW YORK	3,793,733	2,870,000	2,837,000	-956,733	-33,000	-25.22	-1.15
NORTH CAROLINA	1,181,836	1,102,000	1,098,000	-83,836	-4,000	-7.09	-0.36
NORTH DAKOTA	144,042	120,000	119,000	-25,042	-1,000	-17.39	-0.83
OHIO	2,355,041	1,904,000	1,895,000	-460,041	-9,000	-19.53	-0.47
OKLAHOMA	564,589	580,000	579,000	14,411	-1,000	2.55	-0.17
OREGON	478,903	456,000	458,000	-20,903	2,000	-4.36	0.44
PENNSYLVANIA	2,454,642	1,909,000	1,899,000	-555,642	-10,000	-22.64	-0.52
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	152,000	151,000	-48,207	-1,000	-24.20	-0.66
SOUTH CAROLINA	645,989	632,000	637,000	-8,989	5,000	-1.39	0.79
SOUTH DAKOTA	151,333	126,000	128,000	-23,333	2,000	-15.42	1.59
TENNESSEE	899,154	855,000	853,000	-46,154	-2,000	-5.13	-0.23
TEXAS	2,779,661	3,182,000	3,187,000	407,339	5,000	14.65	0.16
UTAH	286,294	405,000	413,000	126,706	8,000	44.26	1.98
VERMONT	108,007	93,000	93,000	-15,007	0	-13.89	0.00
VIRGINIA	1,090,502	957,000	957,000	-133,502	0	-12.24	0.00
WASHINGTON	776,411	758,000	772,000	-4,411	14,000	-0.57	1.85
WEST VIRGINIA	388,112	347,000	340,000	-48,112	-7,000	-10.55	-2.02
WISCONSIN	1,043,493	841,000	845,000	-198,493	4,000	-19.02	0.48
WYOMING	84,744	95,000	93,000	8,256	-2,000	9.74	-2.11
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46,337,802	41,638,000	41,719,000	-4,618,802	81,000	-9.97	0.19
50 STATES, D.C. & P.R.	46,337,802	41,638,000	41,719,000	-4,618,802	81,000	-9.97	0.19

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(RPXXZZ1A)

TABLE AF4

ESTIMATED RESIDENT POPULATION
BY STATE FOR 18-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1987-88	1988-89	1988-89 LESS 1976-77	1988-89 LESS 1987-88	1988-89 LESS 1976-77	1988-89 LESS 1987-88
ALABAMA	287,706	257,000	255,000	-32,706	-2,000	-11.37	-0.78
ALASKA	44,521	35,000	34,000	-10,521	-1,000	-23.63	-2.86
ARIZONA	177,325	204,000	209,000	31,675	5,000	17.86	2.45
ARKANSAS	152,000	145,000	144,000	-8,000	-1,000	-5.26	-0.69
CALIFORNIA	1,736,283	1,608,000	1,638,000	-98,283	30,000	-5.66	1.87
COLORADO	228,763	197,000	198,000	-30,763	1,000	-13.45	0.51
CONNECTICUT	236,324	195,000	190,000	-46,324	-5,000	-19.60	-2.56
DELAWARE	50,995	41,000	41,000	-9,995	0	-19.60	0.00
DISTRICT OF COLUMBIA	62,477	35,000	34,000	-28,477	-1,000	-45.58	-2.86
FLORIDA	594,118	649,000	654,000	59,882	5,000	10.08	0.77
GEORGIA	408,759	405,000	408,000	-759	3,000	-0.19	0.74
HAWAII	84,792	71,000	71,000	-13,792	0	-16.27	0.00
IDAHO	65,779	61,000	61,000	-4,779	0	-7.26	0.00
ILLINOIS	872,856	694,000	689,000	-183,856	-5,000	-21.06	-0.72
INDIANA	424,812	344,000	345,000	-79,812	1,000	-18.79	0.29
IOWA	218,835	168,000	167,000	-51,835	-1,000	-23.69	-0.60
KANSAS	193,836	144,000	146,000	-47,836	2,000	-24.37	1.39
KENTUCKY	271,761	238,000	236,000	-35,761	-2,000	-13.16	-0.84
LOUISIANA	322,007	288,000	279,000	-43,007	-9,000	-13.36	-3.13
MAINE	83,226	75,000	75,000	-8,226	0	-9.88	0.00
MARYLAND	343,897	290,000	286,000	-57,897	-4,000	-16.84	-1.38
MASSACHUSETTS	474,305	373,000	368,000	-106,305	-5,000	-22.41	-1.34
MICHIGAN	757,757	587,000	585,000	-172,757	-2,000	-22.80	-0.34
MINNESOTA	328,124	254,000	254,000	-74,124	0	-22.59	0.00
MISSISSIPPI	188,496	174,000	173,000	-15,496	-1,000	-8.22	-0.57
MISSOURI	378,532	299,000	299,000	-79,532	0	-21.01	0.00
MONTANA	60,456	46,000	45,000	-15,456	-1,000	-25.57	-2.17
NEBRASKA	126,150	94,000	95,000	-31,150	1,000	-24.69	1.06
NEVADA	48,088	54,000	56,000	7,912	2,000	16.45	3.70
NEW HAMPSHIRE	62,335	68,000	68,000	5,665	0	9.09	0.00
NEW JERSEY	519,260	466,000	456,000	-63,260	-10,000	-12.18	-2.15
NEW MEXICO	102,000	94,000	92,000	-10,000	-2,000	-9.80	-2.13
NEW YORK	1,317,403	1,089,000	1,072,000	-245,403	-17,000	-18.63	-1.56
NORTH CAROLINA	449,008	418,000	421,000	-28,008	3,000	-6.24	0.72
NORTH DAKOTA	55,727	41,000	40,000	-15,727	-1,000	-28.22	-2.44
OHIO	861,830	652,000	653,000	-208,830	1,000	-24.23	0.15
OKLAHOMA	215,238	195,000	194,000	-21,238	-1,000	-9.87	-0.51
OREGON	174,536	151,000	155,000	-19,536	4,000	-11.19	2.65
PENNSYLVANIA	877,981	714,000	704,000	-173,981	-10,000	-19.82	-1.40
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	63,000	62,000	-11,430	-1,000	-15.57	-1.59
SOUTH CAROLINA	244,123	228,000	227,000	-17,123	-1,000	-7.01	-0.44
SOUTH DAKOTA	57,186	42,000	42,000	-15,186	0	-26.56	0.00
TENNESSEE	321,822	297,000	298,000	-23,822	1,000	-7.40	0.34
TEXAS	1,032,018	1,026,000	1,029,000	-3,018	3,000	-0.29	0.29
UTAH	113,350	108,000	111,000	-2,350	3,000	-2.07	2.78
VERMONT	39,470	36,000	37,000	-2,470	1,000	-6.26	2.78
VIRGINIA	446,620	389,000	392,000	-54,620	3,000	-12.23	0.77
WASHINGTON	292,683	265,000	273,000	-19,683	8,000	-6.73	3.02
WEST VIRGINIA	127,884	117,000	115,000	-12,884	-2,000	-10.08	-1.71
WISCONSIN	377,316	296,000	293,000	-84,316	-3,000	-22.35	-1.01
WYOMING	31,309	28,000	28,000	-3,309	0	-10.57	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,014,688	14,808,000	14,797,000	-2,217,688	-11,000	-13.03	-0.07
50 STATES, D.C. & P.R.	17,014,688	14,808,000	14,797,000	-2,217,688	-11,000	-13.03	-0.07

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(RPXXZZ1A)

TABLE AF5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS

STATE	NUMBER 1976-77	NUMBER 1987-88	NUMBER 1988-89	CHANGE IN NUMBER 1988-89 LESS 1976-77	CHANGE IN NUMBER 1988-89 LESS 1987-88	PERCENT CHANGE IN NUMBER 1988-89 LESS 1976-77	PERCENT CHANGE IN NUMBER 1988-89 LESS 1987-88
ALABAMA	752,507	729,234	730,032	-22,475	798	-2.99	0.11
ALASKA	91,190	105,678	104,077	12,887	-1,601	14.13	-1.51
ARIZONA	502,817	572,421	577,463	74,646	5,042	14.85	0.88
ARKANSAS	460,593	437,036	455,694	-4,899	18,658	-1.06	4.27
CALIFORNIA	4,380,300	4,489,322	4,610,978	230,678	121,656	5.27	2.71
COLORADO	570,000	560,236	560,082	-9,918	-154	-1.74	-0.03
CONNECTICUT	635,000	465,465	463,000	-172,000	-2,465	-27.09	-0.53
DELAWARE	122,273	95,659	96,678	-25,595	1,019	-20.93	1.07
DISTRICT OF COLUMBIA	125,848	86,435	88,513	-37,335	2,078	-29.67	2.40
FLORIDA	1,537,336	1,664,774	1,728,815	191,479	64,041	12.46	3.85
GEORGIA	1,095,142	1,110,947	1,111,365	16,223	418	1.48	0.04
HAWAII	174,943	166,160	167,227	-7,716	1,067	-4.41	0.64
IDAHO	200,005	212,444	214,600	14,595	2,156	7.30	1.01
ILLINOIS	2,238,129	1,811,446	1,787,888	-450,241	-23,558	-20.12	-1.30
INDIANA	1,163,179	964,129	963,653	-199,526	-476	-17.15	-0.05
IOWA	605,127	480,826	477,393	-127,734	-3,433	-21.11	-0.71
KANSAS	436,526	421,112	426,376	-10,150	5,264	-2.33	1.25
KENTUCKY	694,000	642,696	638,073	-55,927	-4,623	-8.06	-0.72
LOUISIANA	839,499	793,093	791,099	-48,400	-1,994	-5.77	-0.25
MAINE	248,822	211,817	211,474	-37,348	-343	-15.01	-0.16
MARYLAND	860,929	683,797	689,337	-171,592	5,540	-19.93	0.81
MASSACHUSETTS	1,172,000	825,320	816,811	-355,189	-8,509	-30.31	-1.03
MICHIGAN	2,035,703	1,606,344	1,590,000	-445,703	-16,344	-21.89	-1.02
MINNESOTA	862,591	721,481	724,059	-138,532	2,578	-16.06	0.36
MISSISSIPPI	510,209	505,550	503,326	-6,883	-2,224	-1.35	-0.44
MISSOURI	950,142	802,060	806,639	-143,503	4,579	-15.10	0.57
MONTANA	170,552	152,207	151,944	-18,608	-263	-10.91	-0.17
NEBRASKA	312,024	268,100	269,407	-42,617	1,307	-13.66	0.49
NEVADA	141,791	168,353	176,494	34,703	8,141	24.47	4.84
NEW HAMPSHIRE	175,496	166,045	165,679	-9,817	-366	-5.59	-0.22
NEW JERSEY	1,427,000	1,092,982	1,080,868	-346,132	-12,114	-24.26	-1.11
NEW MEXICO	284,719	287,229	280,682	-4,037	-6,547	-1.42	-2.28
NEW YORK	3,378,997	2,594,070	2,580,000	-798,997	-14,070	-23.65	-0.54
NORTH CAROLINA	1,191,316	1,085,976	1,081,138	-110,178	-4,838	-9.25	-0.45
NORTH DAKOTA	129,106	119,004	118,176	-10,930	-828	-8.47	-0.70
OHIO	2,249,440	1,793,411	1,782,473	-466,967	-10,938	-20.76	-0.61
OKLAHOMA	597,665	584,212	585,000	-12,665	788	-2.12	0.13
OREGON	474,707	455,895	461,751	-12,956	5,856	-2.73	1.28
PENNSYLVANIA	2,193,673	1,668,542	1,654,580	-539,093	-13,962	-24.57	-0.84
PUERTO RICO	688,502	672,837	.	.	.	.	.
RHODE ISLAND	172,373	134,061	133,585	-38,788	-476	-22.50	-0.36
SOUTH CAROLINA	620,711	614,921	615,773	-4,938	852	-0.80	0.14
SOUTH DAKOTA	148,080	126,817	126,534	-21,546	-283	-14.55	-0.22
TENNESSEE	841,974	823,783	820,300	-21,674	-3,483	-2.57	-0.42
TEXAS	2,822,754	3,236,787	3,268,605	445,851	31,818	15.79	0.98
UTAH	314,471	423,386	425,690	111,219	2,304	35.37	0.54
VERMONT	104,356	92,755	95,744	-8,612	2,989	-8.25	3.22
VIRGINIA	1,100,723	979,417	988,024	-112,699	8,607	-10.24	0.88
WASHINGTON	780,730	775,755	790,459	9,729	14,704	1.25	1.90
WEST VIRGINIA	404,771	344,236	335,912	-68,859	-8,324	-17.01	-2.42
WISCONSIN	945,337	772,363	775,000	-170,337	2,637	-18.02	0.34
WYOMING	90,587	98,455	97,793	7,206	-662	7.95	-0.67
AMERICAN SAMOA	9,950	11,248	.	.	.	.	.
GUAM	28,570	25,936	.	.	.	.	.
NORTHERN MARIANAS	.	5,819	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	24,020	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	45,090,301	40,764,104	40,196,263	-4,894,038	-567,841	-10.85	-1.39
50 STATES, D.C. & P.R.	45,026,755	40,697,081	40,196,263	-4,830,492	-500,818	-10.73	-1.23

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

1987-88 DATA ARE ESTIMATES FROM NCES.

THESE ENROLLMENT COUNTS INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(RPXXZZ1A)

TABLE AG1

STATE GRANT AWARDS UNDER CHAPTER 1 OF ESEA (SOP), EHA-B, PRESCHOOL GRANT PROGRAM AND PART-H

APPROPRIATION YEAR 1989
ALLOCATION YEAR 1989-1990

STATE	CHAPTER 1 OF ESEA (SOP)	EHA-B	PRESCHOOL GRANT PROGRAM	PART-H
ALABAMA	280,879	34,178,741	9,744,744	1,030,041
ALASKA	1,834,423	4,076,651	572,500	341,396
ARIZONA	702,248	17,889,468	2,426,319	1,082,713
ARKANSAS	1,465,584	14,735,405	3,524,117	602,808
CALIFORNIA	1,612,111	142,603,125	24,006,931	8,568,064
COLORADO	2,660,547	16,116,954	1,924,659	930,548
CONNECTICUT	2,960,701	20,084,947	2,367,000	795,940
DELAWARE	2,251,280	3,458,371	94,655	341,396
DISTRICT OF COLUMBIA	2,701,918	991,248	351,900	341,396
FLORIDA	4,014,664	66,659,626	4,038,748	3,831,596
GEORGIA	1,381,983	30,325,737	6,457,403	1,767,458
HAWAII	230,558	3,933,330	561,341	341,396
IDAHO	84,561	6,423,117	5,711,738	341,396
ILLINOIS	22,389,380	68,498,802	13,391,574	3,837,449
INDIANA	4,453,594	33,504,132	1,780,716	1,363,633
IOWA	699,839	18,730,396	2,743,926	655,460
KANSAS	1,393,661	13,690,161	2,689,423	673,038
KENTUCKY	1,494,479	24,367,581	5,624,792	883,728
LOUISIANA	1,783,432	21,720,807	4,205,000	1,281,698
MAINE	611,271	9,025,894	1,662,241	341,396
MARYLAND	1,258,218	29,171,836	4,546,322	1,240,731
MASSACHUSETTS	10,652,786	44,594,849	5,513,766	1,439,716
MICHIGAN	8,009,434	49,897,728	6,566,500	2,485,379
MINNESOTA	251,035	27,037,352	4,433,571	1,141,238
MISSISSIPPI	379,888	19,467,000	2,181,847	714,005
MISSOURI	1,178,476	32,709,200	1,733,628	1,299,256
MONTANA	428,376	5,022,237	781,600	341,396
NEBRASKA	150,407	10,385,444	1,333,000	415,528
NEVADA	289,153	5,156,559	477,500	341,396
NEW HAMPSHIRE	545,835	5,550,525	593,500	341,396
NEW JERSEY	3,948,026	56,259,850	7,737,529	1,913,768
NEW MEXICO	125,449	10,445,439	791,500	468,200
NEW YORK	22,526,821	86,436,933	26,041,729	4,588,362
NORTH CAROLINA	1,179,606	37,107,490	6,739,282	1,603,586
NORTH DAKOTA	328,897	4,003,657	854,835	341,396
OHIO	4,699,538	63,637,219	3,663,000	2,727,266
OKLAHOMA	407,508	21,094,194	2,658,500	842,760
OREGON	4,811,447	15,178,367	1,004,000	661,333
PENNSYLVANIA	14,270,285	63,479,232	15,754,721	2,797,496
PUERTO RICO	259,192	11,754,994	1,924,935	1,211,468
RHODE ISLAND	595,965	6,411,784	478,373	341,396
SOUTH CAROLINA	419,016	25,055,522	4,628,822	912,990
SOUTH DAKOTA	213,740	4,643,269	969,262	341,396
TENNESSEE	620,398	33,579,459	4,587,200	1,170,501
TEXAS	6,173,818	103,521,804	12,529,623	5,226,285
UTAH	934,846	13,754,489	1,730,632	614,513
VERMONT	1,637,663	3,393,376	253,245	341,396
VIRGINIA	856,397	38,292,388	9,130,642	1,533,356
WASHINGTON	2,090,618	24,363,581	7,938,625	1,229,026
WEST VIRGINIA	787,729	14,490,093	1,790,185	392,118
WISCONSIN	1,934,416	25,519,482	4,871,808	1,246,583
WYOMING	776,985	3,238,389	287,141	341,396
AMERICAN SAMOA	26,771	1,560,722	54,983	105,960
GUAM	160,330	4,480,348	127,152	282,559
NORTHERN MARIANAS	179,745	761,986	31,859	70,640
TRUST TERRITORIES	0	616,196	69,000	27,232
VIRGIN ISLANDS	84,073	4,146,094	140,531	211,919
BUR. OF INDIAN AFFAIRS	0	18,215,420	0	853,490
U.S. AND INSULAR AREAS	148,200,000	1,475,449,000	238,830,075	69,831,000
50 STATES, D.C. & P.R.	147,749,081	1,445,668,234	238,406,550	69,132,690

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(GFXXNX1A)

TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES FOR THE 1985-86 SCHOOL YEAR

STATE	SPECIAL EDUCATION			RELATED SERVICES		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	17,927,204	112,210,118	11,457,000	5,665,117	8,200,168	6,376,750
ALASKA	3,457,900	47,300,120	12,832,777	432,715	9,050,998	3,906,981
ARIZONA	.	.	.	.	.	.
ARKANSAS	8,140,500	30,000,787	19,560,326	3,741,000	2,578,222	1,304,642
CALIFORNIA	75,190,763	852,253,968	174,600,539	15,655,891	177,452,500	36,372,000
COLORADO	10,884,590	56,484,659	66,509,925	5,299,845	31,998,621	27,916,759
CONNECTICUT	15,955,000	123,881,000	152,043,000	.	.	.
DELAWARE	5,153,144	34,395,581	39,540,725	320,351	2,416,069	2,737,220
DISTRICT OF COLUMBIA	3,530,631	29,823,834	.	497,001	5,100,666	.
FLORIDA	13,685,667	278,748,972	130,183,739	25,777,619	140,552,622	69,170,802
GEORGIA	20,200,863	182,449,445	58,412,550	6,473,676	7,350,420	5,043,725
HAWAII	3,804,330	25,378,754	29,063,064	135,720	7,817,238	7,952,964
IDAHO	3,994,619	42,224,145	.	.	.	.
ILLINOIS	.	.	.	.	.	.
INDIANA	20,970,937	90,343,049	49,873,651	4,753,210	26,786,459	15,303,593
IOWA	1,500,200	79,066,188	19,384,103	12,747,500	54,517,554	13,181,300
KANSAS	7,583,389	46,860,301	53,648,855	2,609,338	29,523,543	21,809,709
KENTUCKY	23,580,005	132,730,389	33,953,433	3,840,051	19,833,276	5,644,939
LOUISIANA	13,903,615	137,090,905	60,036,968	2,847,728	40,663,300	9,209,723
MAINE	7,441,033	32,160,023	23,530,710	1,021,121	1,653,145	1,352,573
MARYLAND	21,754,950	101,695,600	122,268,840	3,014,730	170,975,970	31,624,423
MASSACHUSETTS	31,849,757	220,235,898	290,325,833	5,255,898	36,791,274	33,037,062
MICHIGAN	30,400,384	85,917,825	214,464,354	10,308,693	24,332,175	60,736,922
MINNESOTA	7,130,000	130,332,000	121,114,000	15,094,000	26,755,000	37,527,000
MISSISSIPPI	13,696,882	67,400,000	9,244,171	.	14,285,735	.
MISSOURI	21,900,936	205,387,914	.	5,919,000	55,521,530	.
MONTANA	3,083,221	23,261,414	2,482,208	631,503	4,764,380	500,404
NEBRASKA	4,955,717	45,582,283	23,265,720	1,071,393	6,003,331	733,737
NEVADA	2,471,532	33,107,348	15,451,645	1,268,724	7,827,096	4,927,575
NEW HAMPSHIRE	2,019,182	7,446,003	29,656,064	2,333,946	2,757,857	19,486,952
NEW JERSEY	39,929,457	271,976,572	27,826,525	4,325,495	64,317,920	3,091,836
NEW MEXICO	5,345,085	74,739,061	280,482	2,055,290	20,488,267	24,139
NEW YORK	70,975,000	922,800,000	1,036,575,000	23,658,000	307,600,000	345,525,000
NORTH CAROLINA	27,560,421	150,796,893	15,447,154	5,738,766	14,253,015	2,283,007
NORTH DAKOTA	645,760	13,287,857	10,711,051	1,745,966	4,429,200	4,374,936
OHIO	40,437,952	521,000,528	285,710,186	11,609,488	130,452,132	71,427,547
OKLAHOMA	9,310,772	124,296,025	.	29,278,089	29,225,787	.
OREGON	14,024,391	11,854,100	101,486,001	.	.	.
PENNSYLVANIA	63,097,846	451,448,191	1,743,702	2,083,084	14,449,004	.
PUERTO RICO	11,884,145	16,979,603	.	2,971,036	4,244,901	.
RHODE ISLAND	5,657,062	87,579,486	.	.	.	.
SOUTH CAROLINA	10,579,573	45,884,476	29,335,976	2,099,000	6,295,836	4,025,207
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	14,700,472	85,561,749	21,009,990	10,709,890	4,606,740	2,704,187
TEXAS	56,188,452	342,959,915	179,333,421	14,867,973	67,433,437	32,440,015
UTAH	9,360,447	57,765,419	615,378	0	0	0
VERMONT	2,578,869	12,945,375	9,840,020	44,918	78,450	1,142,307
VIRGINIA	21,820,058	65,654,842	153,505,370	3,324,889	4,639,960	49,476,489
WASHINGTON	10,337,728	135,285,143	50,851,238	5,814,972	33,821,286	12,712,810
WEST VIRGINIA	10,637,112	66,746,288	10,538,747	1,181,901	7,416,254	1,170,972
WISCONSIN	19,223,917	160,924,900	62,277,795	9,175,411	62,277,562	102,034,190
WYOMING	2,695,683	26,011,043	5,125,706	898,561	17,340,696	2,524,601
AMERICAN SAMOA	565,352	112,500	.	42,152	100,000	.
GUAM	140,369	4,031,495	0	191,750	476,300	0
NORTHERN MARIANAS	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	869,267,952	6,922,840,050	3,675,220,870	269,853,173	1,719,071,674	1,050,991,894
50 STATES, D.C. & P.R.	868,562,231	6,917,904,063	3,675,220,870	269,619,271	1,718,495,374	1,050,991,894

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EPXXXX1A)

TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES FOR THE 1985-86 SCHOOL YEAR

STATE	TOTAL FEDERAL	TOTAL STATE	TOTAL LOCAL
ALABAMA	23,592,321	120,416,286	17,834,646
ALASKA	3,090,623	57,245,118	16,819,758
ARIZONA	13,314,153	82,957,823	53,261,920
ARKANSAS	11,881,654	41,245,009	20,870,968
CALIFORNIA	90,846,654	1,029,766,548	211,061,419
COLORADO	16,184,443	88,483,200	94,426,684
CONNECTICUT	15,955,000	123,881,000	152,043,000
DELAWARE	5,473,495	36,812,450	42,285,945
DISTRICT OF COLUMBIA	4,028,232	35,004,500	.
FLORIDA	39,463,286	419,301,594	199,362,541
GEORGIA	26,682,539	189,799,865	63,456,275
HAWAII	3,820,056	33,195,992	37,016,048
IDAHO	3,994,619	42,224,145	.
ILLINOIS	97,479,175	550,876,062	657,587,311
INDIANA	31,724,147	117,129,508	65,177,244
IOWA	14,247,768	133,563,742	32,565,411
KANSAS	10,192,727	76,383,844	75,458,564
KENTUCKY	27,428,936	152,563,665	30,598,372
LOUISIANA	16,751,343	177,754,211	60,246,091
MAINE	8,462,154	33,819,160	24,863,283
MARYLAND	24,769,680	200,671,576	153,693,263
MASSACHUSETTS	37,105,653	257,027,172	233,362,695
MICHIGAN	46,709,077	110,250,000	275,201,276
MINNESOTA	22,224,000	165,087,000	156,641,000
MISSISSIPPI	13,096,862	81,665,741	9,244,171
MISSOURI	27,826,816	260,909,444	.
MONTANA	3,714,724	28,025,000	2,090,612
NEBRASKA	6,027,110	52,365,614	23,999,457
NEVADA	3,740,256	40,934,444	20,379,220
NEW HAMPSHIRE	4,353,126	10,203,000	49,143,036
NEW JERSEY	44,254,952	336,294,492	30,918,361
NEW MEXICO	7,400,375	95,227,328	304,621
NEW YORK	94,633,000	1,230,400,000	1,302,100,000
NORTH CAROLINA	33,305,167	165,049,908	17,730,161
NORTH DAKOTA	2,391,734	17,717,143	15,065,987
OHIO	58,047,440	652,260,000	357,137,733
OKLAHOMA	36,596,861	153,521,012	.
OREGON	14,824,391	11,854,100	101,406,001
PENNSYLVANIA	66,500,930	465,089,995	1,743,782
PUERTO RICO	14,855,181	21,224,584	36,079,745
RHODE ISLAND	5,657,062	67,579,466	.
SOUTH CAROLINA	19,278,573	52,100,312	33,361,183
SOUTH DAKOTA	2,709,799	14,020,059	16,888,656
TENNESSEE	25,490,362	90,108,409	23,794,177
TEXAS	71,056,425	410,393,352	211,773,436
UTAH	9,368,447	57,765,419	615,378
VERMONT	2,623,007	13,023,825	10,982,327
VIRGINIA	25,144,147	70,294,002	202,981,859
WASHINGTON	16,152,700	169,106,429	63,564,048
WEST VIRGINIA	11,619,013	74,162,542	11,709,719
WISCONSIN	28,309,328	223,282,522	164,311,965
WYOMING	3,594,244	43,351,739	7,650,307
AMERICAN SAMOA	627,504	212,500	.
GUAM	1,593,119	4,507,795	0
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	1,253,985,252	9,268,974,276	5,491,950,598
50 STATES, D.C. & P.R.	1,251,684,629	9,264,253,981	5,491,950,598

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1989.

ANNUAL.CNTL(EPXXHX1A)

NOTES FOR APPENDIX A

Note: All data in Appendix A are from U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC1 and AC2--Personnel Employed and Needed Data Notes

A dash in the tables indicates that the data were not available for the State.

Colorado--The State included counts of teachers of deaf students with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State included counts of teachers of the other health impaired students with the orthopedically impaired; the data were presented under the orthopedically impaired category.

Florida--The State included counts of teachers of the hard of hearing with teachers of the speech or language impaired or teachers of the deaf. The State also reported the teachers of the multihandicapped under the students' primary handicapping conditions.

Indiana--The State indicates that significant changes in reported data for special education teachers employed to serve handicapped children are results of modifications and improvements made to the State's data collection system regarding the accuracy of FTE information.

Kansas--The State combines counts for teachers for orthopedically impaired and other health impaired in reporting personnel employed.

Massachusetts--Data are generally not available by handicapping condition. Massachusetts is a non-categorical State, which does not collect data by handicapping conditions.

Mississippi--The State uses the category hearing impaired to include deaf and hard of hearing, physically handicapped to include orthopedically impaired, and other health impaired data are reported under the category orthopedically impaired. The State does not use the term cross-categorical.

Montana--The FTE of teachers employed to serve deaf-blind and multihandicapped students is distributed among other categories. The State has all cross-categorical special education classrooms. Reported FTE of teachers employed is an estimate based on contact hours per week with each handicapping condition.

Ohio--The State combined counts of teachers employed and needed for hard of hearing and deaf students together. Ohio also combined counts of teachers for the orthopedically impaired and other health impaired; the data are presented under the orthopedically impaired category.

Oklahoma--The State cannot identify possible causes for significant changes from last year in the number of special education teachers employed reported. The State indicates that significant changes to the data reported for vocational education and physical education teachers employed may be attributed to the clarifications involving omission of regular education staff. The State indicates that significant changes to the data reported for work-study coordinators, psychologists, school social workers, occupational therapists, audiologists, teacher aides, recreation therapists, physical therapists, counselors, supervisors/administrators and other professional staff may be attributed to the implementation of the improved data collection procedures for State operated programs. The State indicates that significant changes to the data reported for other diagnostic staff and supervisor/administrator (SEA) may be attributed to the merging of RESC and SEA special education staff. The State includes staff involved in specialized health services, food services, and pupil transportation in the other professional staff category.

Pennsylvania--The State included counts of personnel employed and needed to serve brain-damaged children under counts of personnel employed and needed to serve learning disabled children. The State reported 367.21 FTE for other instructional staff (art/music teachers, speech therapists, librarians and master teachers) employed and 39.7 FTE needed.

Wisconsin--The State combined counts of teachers of hard of hearing students with the counts of teachers of deaf students. Wisconsin does not use the other health impaired and recreational therapists categories. The State reported multicategorical counts under the multihandicapped category; and counts of special need delivery system were reported under the cross-categorical category.

Table AB1 and AB2--Educational Environment Data Notes

A dash on the table indicates that data were not available for the State.

Data on the number of handicapped children served in correctional facilities is a duplicated count of children reported as served in the other eight educational environments.

Arizona--Self-contained includes those students in public separate facilities.

California--Data are not available for private residential facilities; and handicapped children in private schools. Data for homebound/hospital environments are included in regular class.

Colorado--The State combined counts of deaf and hard of hearing students. Colorado also reported counts of orthopedically impaired and other health-impaired students. These data are presented under the orthopedically impaired category.

Florida--The State reported data concerning the multihandicapped under the category representing the student's primary handicapping condition.

Illinois--State does not use the multihandicapped category. The State did not collect counts of handicapped children in private school not placed or referred by public agencies.

Kansas--Homebound/hospital environments include home-based preschool program.

Massachusetts--The State indicates that the method for cross-walking to Federal categories has been modified. Thus, figures in regular class are significantly higher than reported for school year 1986-87 and figures in resource room are significantly lower. Data are not available for children age 3-21 in private schools not placed or referred by public agencies.

Mississippi--The State includes deaf under the category hearing impaired, and includes orthopedically impaired and other health impaired under physically handicapped. Data are reported under orthopedically impaired.

Montana--The significant decrease in public separate facilities is due to the closing of two such facilities and relocation of students into public schools. The decrease in the correctional facility count is related to an increase in private residential count. An error was made when reporting the 1986-87 data which resulted in a number of special education students in the 12-17 age group being entered in the correctional facility table instead of the private residential table.

Ohio--The State combined counts of the hard of hearing and deaf categories. The State also combined counts of the orthopedically impaired and other health impaired category; the data are presented under the orthopedically impaired category.

Oklahoma--The State indicates that significant changes in data from last year are attributed to the implementation of SDE's 1987-88 Corrective Action Plan which incorporates the Table 3 data collection procedure into the child count form. This action eliminated the need for LEAs to provide placement information in data report format. From this point on, placement data will accurately correspond to child count totals.

Pennsylvania--The State included counts of brain-damaged students in the counts of learning disabled children.

Table AD1 and AD2--Exiting Data Notes

Colorado--The State combined counts for deaf and hard of hearing students. Colorado also combined counts of orthopedically impaired and other health impaired students. These data are presented under the orthopedically impaired category.

Florida--The State reported the data for the multihandicapped category under the category representing the students' primary handicapping conditions.

Illinois--The State does not collect exiting data of students over age 21. The State does not use the multihandicapped category.

Massachusetts--The State does not collect data for "graduation through certificate or completion/fulfillment of IEP requirement" because it only recognizes "graduation with diploma." The State does not collect data for "status unknown."

Minnesota--The State reported estimated data based on changes in child count. No data are available on actual "basis of exit."

Montana--Exiting data for students age 14-15 are not collected for school year 1987-88.

North Dakota--The State does not collect data for the multihandicapped category.

Ohio--The State combined counts of the hard of hearing and deaf categories. The State also combined counts of the orthopedically impaired and other health impaired; the data are presented under the orthopedically impaired category.

Oklahoma--Random sampling procedures were employed as follows: all districts over 25,000 ADM were included. Oklahoma has two such districts. Of the remaining 609 districts, 102 districts (each over 500 ADM) also were included, for a total of 104 single districts. A master list of districts, ranked by ADM calculation, was utilized and every second district was included. In addition, all nine of Oklahoma's Chapter 1 programs supplied exiting data for Federal reporting purposes. Student sampling was not utilized. All students within sampled districts were counted.

Pennsylvania--The State reported counts of brain-damaged students exiting the educational system with the counts of learning disabled students. The State also reported the counts of other health impaired, deaf-blind, and multihandicapped students under the categories of the students' primary handicapping conditions. Pennsylvania included counts of other reasons for exit in the counts of status unknown. The State did not collect exiting data for students over age 21.

Texas--The State does not collect exiting data by age. The State reported the hearing impaired under the hard of hearing category.

Utah--The State used prior year data in reporting exiting data for 1987-88 school year.

American Samoa--Counts of mentally-retarded students exiting the educational system include noncategorical high school resource room students.

Table AH1--Expenditures Data Notes

Alaska--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Arkansas--The State reported estimated expenditures for special education and related services from State, and local sources.

Arizona--The State reported total expenditures only. The State was unable to separate expenditures for special education and related services.

California--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Delaware--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Georgia--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Idaho--The State reported actual expenditures for special education from Federal and State sources but did not reported expenditures for related services. The State did not report local expenditures for special education and related services.

Michigan--The State reported estimated expenditures for special education and related services from Federal, State and local sources.

Minnesota--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.
North Dakota--The State reported estimated expenditures for special education and related services from State and local sources.

New Hampshire--The State reported estimated expenditures for special education and related services from State and local sources.

New Jersey--The State reported estimated expenditures for special education and related services from Federal, State and local sources. Federal and local costs were divided 90 percent for special education, and 10 percent for related services. The increase in State costs for related services reflects the change from dividing the costs at 90 percent for special education and 10 percent for related services to actual costs for transportation of the handicapped. New Jersey does not directly fund any other related services. Local expenditures decreased from last year due to the subtraction of the average cost of regular education ($234,466,248) for the number of handicapped pupils in self-contained classes.

New Mexico--The State reported estimated expenditures for special education and related services from State and local sources.

Ohio--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Oklahoma--The State reported estimated expenditures for special education and related services for Federal and State sources. The State combined expenditures from State and local sources. The State indicates that the reported expenditures are more accurate than last year because of the additional information on sources of funding received from other agencies. Random sampling procedures were employed as follows: all districts over 25,000 ADM were included; Oklahoma has two such districts. Of the remaining 609 districts, 102 districts (each over 500 ADM) also were included, for a total of 104 single districts. A master list of districts, ranked by ADM calculation, was utilized and every second district was included. In addition, all nine of Oklahoma's Chapter 1 programs and 13 of the 65 educational cooperatives (co-op) supplied information for table 5 of the report form. To ensure reporting of unduplicated costs each co-op was instructed to subtract from its total expenditures that portion of funds spent for services provided single district cooperative members who were included in the random sample group.

Pennsylvania--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The State indicated that all local expenditures may not have been reported.

Puerto Rico--The State reported total expenditure from local sources only. The State was unable to separate special education expenditures from related services expenditures.

Rhode Island--The State combined expenditures from State and local sources. The State reported only total expenditures for special education and related services at the Federal and State levels.

South Dakota--The State reported total estimated expenditures only. The State was unable to separate expenditures for special education and related services.

Tennessee--The State reported estimated expenditures for special education and related services from Federal and State sources.

Texas--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The expenditures from Federal sources includes all state-administered Federal special education funds but does not include State administration. The expenditure from State sources includes all State foundation funds (less local fund assignment) expended and State general revenue and State available funds expended. Also included are State schools and community centers (except for residential costs). It does not include State administration. The expenditure from local sources includes local fund assignment for State foundation funds and other additional local funds expended for the special education program.

Utah--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Washington--The State reported estimated expenditures for special Education and related services from Federal, State, and local sources.

APPENDIX B

HIGH SCHOOL TRANSCRIPT STUDY

OVERVIEW AND DESIGN OF THE 1987 HIGH SCHOOL TRANSCRIPT STUDY

The 1987 High School Transcript Study (HSTS) was conducted by Westat, Inc., and Policy Studies Associates (PSA) for the U.S. Department of Education's National Center for Education Statistics. Sponsors of the study included the National Center for Education Statistics, the National Assessment of Vocational Education, the Office of Special Education Programs, the Office of Bilingual Education and Minority Languages Affairs, and the National Science Foundation. This study provided the Department of Education and other educational policymakers with information regarding current course offerings and coursetaking in the nation's secondary schools.

In the fall of 1987, high school transcripts were collected from 34,144 students attending 435 regular attendance high schools that had previously been sampled for the National Assessment of Educational Progress (NAEP)[1] in 1986. The sample of students for the transcript study included both handicapped and nonhandicapped students who, in 1985-86, were enrolled in the 11th grade or were 17 years old, or both. Approximately half of the sampled students had participated in NAEP assessments in 1986.

SUMMARY OF THE STUDY DESIGN

The 1987 High School Transcript Study collected and coded: (1) the transcripts of 34,144 students--including 6,585 handicapped students--across the country; (2) additional student information for the handicapped students, provided by the school; and (3) school-level information such as course lists, graduation requirements, and the definition of units of credit and grades.

The sample of schools for the 1987 High School Transcript Study consisted of a nationally representative sample of 491 regular-attendance, public and private secondary schools selected for the 1986 National Assessment of Educational Progress, Grade 11/Age 17 students, of which 438 schools agreed to participate. Within these schools, students were selected for the high school transcript study from the following categories:

- Students who were sampled for NAEP Year 17, whether they were assessed or excluded from assessment. A subsample of students who were absent for the assessment and of non-11th graders was included.

- A newly drawn sample of students who were in the 11th grade in spring 1986--this applied to schools in which we were unable to identify those students who were sampled or assessed (schools that lost their NAEP materials or refused to participate in NAEP Year 17).

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[1] The National Assessment of Educational Progress is a federally funded, ongoing periodic assessment of educational achievement in the various subject areas and disciplines taught in the nation's schools. Since 1969, NAEP has gathered information about levels of educational achievement of 9, 13, and 17 year olds across the country.

- All of the handicapped students in the sample schools who were in the eligible age/grade (17 years old and/or in the 11th grade) in the 1985-86 school year.

The coding system employed was a modification of the Classification of Secondary School Courses (CSSC), containing approximately 1,800 course codes, with adaptations as necessary to distinguish levels of courses and to expand the vocational education and special education course codes. Each course appearing on a student's transcript was assigned a 7-digit code: the first 6 digits were the CSSC code, based on the course content and level, and the seventh digit indicated whether the course was for special education students only. Course catalogs and other materials and information from the participating schools were used to determine the codes. Additional information coded for each course included grade and credit received and the location of the course (e.g., at an area vocational or special education center).

To the extent possible, special education courses were assigned six-digit codes from the regular CSSC with the addition of the seventh digit special education indicator if the course was limited to special education students. However, this approach could not cover every situation that would arise on the transcripts of special education students. Therefore, prior to data collection, PSA developed a Special Education Course Classification and Coding System to supplement the CSSC (Hayward, 1987).[2] The system created three new two-digit categories:

- 54: Academic Life Skills/Functional Curriculum (classes offered in a self-contained setting and following a modified curriculum targeted specifically to moderately or severely handicapped students).
- 55: Vocational Life Skills/Functional Curriculum (vocational classes offered in a self-contained setting and following a modified curriculum).
- 55: Resource Services/Courses (services for mildly to moderately handicapped students that offer general tutorial services, study and survival skills, and specific subject area instruction).

Student information available for all students included sex, grade level, age, graduation status, and race/ethnicity. The following additional information was gathered for handicapped students: handicapping condition; severity of cognitive, psychosocial, and physical limitation; reading and mathematics grade level (teacher estimate); placement in mainstream, resource, and self-contained classes; and receipt of selected related services.

Student transcript data were weighted for the purpose of making estimates of coursetaking by the students in the class of 1987 nationwide. The final weight attached to an individual student record reflected two major aspects of the sample design and the population being surveyed. The first component, the base weight, was used to expand sample results to represent the total population and reflected the probability of selection in the sample (the product of the probability of selection of the primary sampling unit, and the school and student within the primary sampling unit). The second component resulted from the adjustment of the base weight to account for nonresponse within the sample and to ensure that the resulting survey estimates of certain characteristics (race/ethnicity, size of community, and region) conformed to those known reliably from external sources.

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[2] In previous studies using the CSSC, many special education courses were either uncoded or lumped into a nondiscriminating "Other" category.

TABLE B.1

Average Academic Credits Earned in Regular and Special Education, by Student Characteristics, for High School Students[a] with and without Handicaps

	Students with Handicaps	Students without Handicaps
Characteristic	Average Credits	Average Credits
Handicapping condition		
Learning disability	11.15	
Mental retardation	10.24	
Serious emotional disturbance	10.12	
All other	11.77	
Psychosocial limitation		
Moderate/severe	10.05	
Mild	10.95	
Not affected[b]	11.20	
Cognitive limitation		
Moderate/severe	10.51	
Mild	11.26	
Not affected[b]	10.83	
Physical limitation		
Moderate/severe	11.84	
Mild	10.96	
Not affected[b]	10.91	
Gender		
Male	10.68	14.82
Female	11.27	15.58
Race/ethnicity		
White	10.91	15.44
Black	10.47	14.12
Hispanic	10.88	14.30
Other	11.92	16.66
All students	10.85	15.21

[a] Over an average of four years of high school.
[b] Students exhibiting no such limitations.

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.2

Enrollment of Students with Handicaps in Regular Education Academic Courses, by Subject, by Handicapping Condition, and in Comparison with Students without Handicaps

Student Characteristic and Subject	Average Regular Education Academic Credits		Average All Academic Credits		Credits in Regular Education Courses as a Percentage of all Academic Credits in Regular and Special Education
	With Handicaps	Without Handicaps	With Handicaps	Without Handicaps	
All students					
English	1.70	3.94	3.67	3.94	46.4%
Mathematics	1.24	2.85	2.27	2.85	54.5
Science	0.98	2.52	1.49	2.52	65.8
Social studies	1.54	3.24	2.40	3.24	63.9
Foreign language	0.10	1.36	0.11	1.36	98.5
Arts and crafts	0.88	1.30	0.91	1.30	97.2
TOTAL	6.44	15.21	10.85	15.21	59.4
Learning disabled					
English	1.96		3.69		52.9
Mathematics	1.44		2.27		63.5
Science	1.14		1.55		73.7
Social studies	1.78		2.53		70.3
Foreign language	0.09		0.10		97.4
Arts and crafts	1.00		1.02		98.7
TOTAL	7.41		11.15		66.5
Mentally retarded					
English	0.76		3.85		19.8
Mathematics	0.55		2.34		23.7
Science	0.44		1.35		32.6
Social studies	0.62		1.95		32.0
Foreign language	0.03		0.03		93.6
Arts and crafts	0.68		0.73		93.0
TOTAL	3.08		10.24		30.1

Table 8.2 (continued)

Student Characteristic and Subject	Average Regular Education Academic Credits		Average All Academic Credits		Credits in Regular Education Courses as a Percentage of all Academic Credits in Regular and Special Education
	With Handicaps	Without Handicaps	With Handicaps	Without Handicaps	
Seriously emotionally disturbed					
English	1.84		3.58		51.6%
Mathematics	1.12		2.04		54.8
Science	0.96		1.44		66.5
Social studies	1.44		2.36		61.2
Foreign language	0.01		0.01		80.5
Arts and crafts	0.61		0.62		97.0
TOTAL	5.98		10.06		59.5
All other conditions					
English	1.98		3.83		51.7
Mathematics	1.37		2.68		51.0
Science	1.15		1.61		71.3
Social studies	1.74		2.50		69.4
Foreign language	0.31		0.31		99.1
Arts and crafts	0.77		0.83		92.5
TOTAL	7.31		11.77		62.1

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.3

Enrollment of High School Students with Handicaps in Regular Education Remedial Academic Classes, by Handicapping Condition

Student Characteristic and Subject	Average Credits in all Regular Courses	Average Credits in On or Above Grade Courses	Average Credits in all Basic/ Remedial Courses	Credits in Basic/Remedial as a Percentage of all Regular Education Credits in Subject	Credits in Basic/Remedial as a Percentage of all Regular and Special Education Credits in Subject
All students with handicaps					
English	1.70	1.00	0.70	41.3%	19.2%
Mathematics	1.24	.52	0.72	58.6	31.9
Science	0.98	.27	0.71	72.5	47.7
Social studies	1.54	1.26	0.28	18.4	11.8
Foreign language	0.10	.10	0.00	0.0	0.0
Arts and crafts	0.88	.47	0.41	46.5	45.2
TOTAL	6.44	3.62	2.82	43.8	26.1
Learning disabled					
English	1.96	1.40	0.56	28.8	15.3
Mathematics	1.44	.84	0.60	42.0	26.7
Science	1.14	.51	0.63	55.4	40.8
Social studies	1.78	1.54	0.24	13.2	9.3
Foreign language	0.09	.09	0.00	0.0	0.0
Arts and crafts	1.00	.64	0.36	35.7	35.2
TOTAL	7.41	5.02	2.39	32.3	21.5
Mentally retarded					
English	0.76	.44	0.32	42.0	8.3
Mathematics	0.55	.11	0.44	80.2	19.0
Science	0.44	.07	0.37	84.6	27.6
Social studies	0.62	.48	0.14	22.4	7.2
Foreign language	0.03	.03	0.00	0.0	0.0
Arts and crafts	0.68	.29	0.39	57.4	53.4
TOTAL	3.08	1.41	1.67	54.0	16.3

Table B.3 (continued)

Student Characteristic and Subject	Average Credits in all Regular Courses	Average Credits in On or Above Grade Courses	Average Credits in all Basic/ Remedial Courses	Credits in Basic/Remedial as a Percentage of all Regular Education Credits in Subject	Credits in Basic/Remedial as a Percentage of all Regular and Special Education Credits in Subject
Seriously emotionally disturbed					
English	1.84	1.09	0.75	40.5%	20.9%
Mathematics	1.12	.40	0.72	63.9	35.0
Science	0.96	.27	0.69	72.3	48.1
Social studies	1.44	1.24	0.20	14.1	8.6
Foreign language	0.01	.01	0.00	0.0	0.0
Arts and crafts	0.61	.34	0.27	43.9	42.6
TOTAL	5.98	3.36	2.62	43.9	26.1
All other conditions					
English	1.98	1.33	0.65	32.6	16.9
Mathematics	1.37	.81	0.56	40.6	20.7
Science	1.15	.40	0.75	65.2	46.5
Social studies	1.74	1.46	0.28	15.8	11.0
Foreign language	0.31	.31	0.00	0.0	0.0
Arts and crafts	0.77	.50	0.27	34.8	32.2
TOTAL	7.31	4.82	2.49	34.1	21.2

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.4

Enrollment of High School Students with Handicaps in Regular Education On or Above Grade Level and Remedial Academic Courses

Subject	Average Credits in all Regular Education Courses	Average Credits in On or Above Grade Level Courses	Average Credits in Basic/Remedial Courses	Credits in Basic/Remedial as a Percentage of all Regular Education Credits in Subject
English	3.94	3.58	0.36	9.2%
Mathematics	2.85	2.45	0.40	14.0
Science	2.52	1.63	0.89	35.4
Social studies	3.24	2.95	0.29	9.0
Foreign language	1.36	1.36	0.00	0.0
Arts and crafts	1.30	.97	0.33	25.4
TOTAL CREDITS	15.21	12.94	2.27	14.9

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.5

Enrollment of High School Students with Handicaps in Special Education Academic Classes, by Handicapping Condition

Student Characteristic and Subject	Average Special Education Academic Credits in Subject	Special Education Credits as a Percentage of all Academic Credits Earned in Regular and Special Education
All students with handicaps		
English	1.97	53.6%
Mathematics	1.03	45.5
Science	0.51	34.2
Social studies	0.87	36.1
Foreign language	0.00	1.5
Arts and crafts	0.03	2.8
TOTAL	4.41	40.6
Learning disabled		
English	1.74	47.1
Mathematics	0.83	36.5
Science	0.41	26.3
Social studies	0.75	29.7
Foreign language	0.00	1.6
Arts and crafts	0.01	1.3
TOTAL	3.74	33.5
Mentally retarded		
English	3.08	80.2
Mathematics	1.79	76.3
Science	0.91	67.4
Social studies	1.33	68.0
Foreign language	0.00	6.6
Arts and crafts	0.05	7.0
TOTAL	7.16	69.9

Table B.5 (continued)

Student Characteristic and Subject	Average Special Education Academic Credits in Subject	Special Education Credits as a Percentage of all Academic Credits Earned in Regular and Special Education
Seriously emotionally disturbed		
English	1.73	48.4%
Mathematics	0.92	45.2
Science	0.48	33.5
Social studies	0.92	38.8
Foreign language	0.00	20.7
Arts and crafts	0.02	3.0
TOTAL	4.08	40.5
All other conditions		
English	1.85	48.3
Mathematics	1.31	49.0
Science	0.46	28.7
Social studies	0.76	30.6
Foreign language	0.00	0.9
Arts and crafts	0.06	7.5
TOTAL	4.46	37.9

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.6

Enrollment of High School Students with Handicaps in Regular Education Remedial Academic Courses, by Handicapping Condition

Student Characteristic and Subject	Special Education Average Credits	Percentage of all Special Education Courses in Regular Education Sections	Percentage of all Special Education Courses in Resource Courses	Percentage of all Special Education Courses in Functional Courses
All students with handicaps				
English	1.97	15.7%	50.5%	33.8%
Mathematics	1.03	14.3	49.9	35.8
Science	0.51	34.5	28.3	37.2
Social studies	0.87	48.5	18.3	33.1
Foreign language	#	#	#	#
Arts and crafts	0.03	61.4	0.0	38.6
TOTAL	4.41	24.3	41.1	34.5
Percentage of all academic credits	41.6			
Learning disabled				
English	1.74	19.0	65.4	15.6
Mathematics	0.83	16.8	66.0	17.1
Science	0.41	44.5	36.1	19.4
Social studies	0.75	60.3	22.9	16.8
Foreign language	#	#	#	#
Arts and crafts	0.03	61.4	0.0	38.6
TOTAL	3.74	29.7	54.3	16.6
Percentage of all academic credits	33.5			

Table B.6 (continued)

Student Characteristic and Subject	Special Education Average Credits	Percentage of all Special Education Courses in Regular Education Sections	Percentage of all Special Education Courses in Resource Courses	Percentage of all Special Education Courses in Functional Courses
Mentally retarded				
English	3.08	8.9	24.3	66.7
Mathematics	1.79	7.8	30.3	61.9
Science	0.91	14.0	21.1	64.9
Social studies	1.33	23.4	13.8	62.8
Foreign language	#	#	#	#
Arts and crafts	0.05	32.5	0.0	67.5
TOTAL	7.16	12.1	23.3	64.6
Percentage of all academic credits	70.0			
Seriously emotionally disturbed				
English	1.73	15.4%	56.0%	28.6%
Mathematics	0.92	20.9	54.1	24.9
Science	0.48	36.6	23.6	39.9
Social studies	0.92	56.3	15.3	28.5
Foreign language	#	#	#	#
Arts and crafts	0.02	67.7	0.0	32.5
TOTAL	4.07	28.6	42.4	29.1
Percentage of all academic credits	40.1			

Table B.6 (continued)

Student Characteristic and Subject	Special Education Average Credits	Percentage of all Special Education Courses in Regular Education Sections	Percentage of all Special Education Courses in Resource Courses	Percentage of all Special Education Courses in Functional Courses
All other conditions				
English	1.85	28.3	32.0	39.7
Mathematics	1.31	18.4	35.7	45.9
Science	0.46	33.4	16.0	50.6
Social studies	0.76	43.1	9.5	47.4
Foreign language	#	#	#	#
Arts and crafts	0.06	96.1	0.0	3.9
TOTAL	4.44	29.5	27.2	43.6
Percentage of all academic credits	37.7			

#Average credits in foreign languages are too small to report (<0.01)

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.7

Enrollment of High School Students with Handicaps in Special Education Academic Courses, by Severity of Cognitive Limitation

Subject	Severity of Cognitive Limitation		
	Severe/ Moderate	Mild	Not Affected
All subjects			
Average credits in special education courses	5.48	4.06	2.81
Percentage of regular education section	22.7%	25.1%	28.4%
Percentage of resource	39.0	44.8	36.0
Percentage of functional	38.4	28.8	35.4
English			
Average credits in special education courses	2.41	1.86	1.21
Percentage of regular education section	15.5%	16.5%	22.6%
Percentage of resource	46.9	54.8	46.5
Percentage of functional	37.6	28.7	30.9
Mathematics			
Average credits in special education courses	1.36	0.92	0.58
Percentage of regular education section	14.3%	14.7%	11.3%
Percentage of resource	47.5	54.0	50.9
Percentage of functional	38.2	25.9	37.7
Science			
Average credits in special education courses	0.65	0.45	0.35
Percentage of regular education section	31.6%	34.7%	27.5%
Percentage of resource	27.5	29.4	27.9
Percentage of functional	40.9	35.9	44.5

Table B.7 (continued)

	Severity of Cognition Limitation		
Subject	Severe/ Moderate	Mild	Not Affected
Social studies			
Average credits in special education courses	1.02	0.82	0.66
Percentage of regular education section	43.4%	51.1%	54.7%
Percentage of resource	18.1	20.6	8.7
Percentage of functional	38.5	28.3	36.6
Foreign language			
Average credits in special education courses	0.00	0.00	0.00
Percentage of regular education section	88.7%	41.3%	0.0%
Percentage of resource	0.0	0.0	0.0
Percentage of functional	11.3	58.7	100.0
Arts and crafts			
Average credits in special education courses	0.04	0.01	0.00
Percentage of regular education section	51.1%	57.0%	20.3%
Percentage of resource	0.0	0.0	0.0
Percentage of functional	48.9	43.0	79.7

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.8

Enrollment of High School Students with Handicaps in Special Education Academic Courses, by Race/Ethnicity

	Race/Ethnicity			
Subject	White	Black	Hispanic	Other
All subjects (credits)	3.98	5.63	5.34	4.94
English				
Average credits in special education courses	1.87	2.27	2.22	2.52
Percentage of regular education section	15.3%	16.0%	16.6%	25.9%
Percentage of resource	53.2	43.1	47.8	44.3
Percentage of functional	31.4	40.9	35.7	29.8
Mathematics				
Average credits in special education courses	0.91	1.40	1.21	0.95
Percentage of regular education section	13.4%	13.8%	20.7%	14.2%
Percentage of resource	53.9	42.0	48.2	53.9
Percentage of functional	32.7	44.2	31.1	31.9
Science				
Average credits in special education courses	0.44	0.69	0.68	0.47
Percentage of regular education section	35.6%	31.1%	39.6%	36.9%
Percentage of resource	30.2	21.7	30.2	37.3
Percentage of functional	34.2	47.2	30.2	25.8
Social studies				
Average credits in special education courses	0.75	1.22	1.15	0.98
Percentage of regular education section	48.8%	45.3%	56.0%	55.5%
Percentage of resource	20.2	14.1	19.8	11.6
Percentage of functional	31.0	40.5	24.2	32.9

Table B.8 (continued)

Subject	White	Black	Hispanic	Other
	Race/Ethnicity			
Foreign language				
Average credits in special education courses	0.00	0.00	0.01	0.00
Percentage of regular education section	100.0%	49.3%	100.0%	0.0%
Percentage of resource	0.0	0.0	0.0	0.0
Percentage of functional	0.0	50.7	0.0	0.0
Arts and crafts				
Average credits in special education courses	0.01	0.05	0.07	0.02
Percentage of regular education section	79.2%	38.2%	96.8%	84.7%
Percentage of resource	0.0	0.0	0.0	0.0
Percentage of functional	20.8	61.8	3.2	15.3

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.9

Enrollment of High School Students with Handicaps in Special Education Academic Courses, by Gender

Subject	Male	Female
All subjects (credits)	4.37	4.55
English		
Average credits in special education courses	1.97	2.00
Percentage of regular education section	16.2%	14.7%
Percentage of resource	54.3	42.3
Percentage of functional	29.5	43.0
Mathematics		
Average credits in special education courses	1.01	1.10
Percentage of regular education section	15.3	12.5
Percentage of resource	51.0	47.7
Percentage of functional	33.8	43.9
Science		
Average credits in special education courses	0.49	0.55
Percentage of regular education section	36.8	30.0
Percentage of resource	28.7	27.7
Percentage of functional	34.6	42.3
Social studies		
Average credits in special education courses	0.87	0.88
Percentage of regular education section	50.8	43.7
Percentage of resource	18.3	18.5
Percentage of functional	30.9	37.8
Foreign language		
Average credits in special education courses	0.00	0.00
Percentage of regular education section	70.3	72.8
Percentage of resource	0.0	0.0
Percentage of functional	29.7	27.2

Table B.9 (continued)

Subject	Male	Female
Arts and crafts		
Average credits in special education courses	0.03	0.02
Percentage of regular education section	70.4	28.7
Percentage of resource	0.0	0.0
Percentage of functional	29.6	71.3

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.10

Credits Earned in Vocational Education by Students with Handicaps, by Student Characteristics (Students in Eleventh Grade at Selection)

Student Characteristic	Average Credits in Vocational Education	Percentage of All Credits	Percentage in Regular Education Courses
Handicapping condition			
Learning disability	5.32	27.10	87.77
Mental retardation	5.60	29.74	63.83
Serious emotional disturbance	4.61	25.91	79.23
All other conditions	4.80	23.65	75.65
Cognitive limitation			
Severe	4.63	25.04	63.31
Moderate	5.33	28.01	78.57
Mild	5.45	27.48	83.90
Not affected	4.99	26.46	91.89
Psychosocial limitation			
Severe	3.86	22.68	79.15
Moderate	4.68	25.69	69.72
Mild	5.50	28.35	77.45
Not affected	5.49	27.66	87.90
Race/ethnicity			
White	5.49	28.20	84.85
Black	4.56	24.95	72.86
Hispanic	4.59	24.03	70.51
Other	5.00	23.70	90.55
Gender			
Male	5.25	27.23	82.13
Female	5.14	26.52	80.64

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.11

Vocational Credits Earned by Students with Handicaps in Regular and Special Education Courses

Subject	Total Credits	Average Credits in Regular Education Courses	Average Credits in Special Education Courses	Percentage in Regular Courses
Consumer and home economic	0.69	0.64	0.05	92.6%
General/exploratory	1.35	0.72	0.62	53.7
Special labor market preparation	3.16	2.88	0.28	91.3
Agriculture	0.35	0.34	0.01	96.0
Business and office	0.31	0.28	0.03	90.9
Marketing	0.14	0.14	0.00	96.9
Health	0.09	0.09	0.00	97.5
Occupational home economic	0.36	0.33	0.03	91.9
Trades and industry	1.57	1.49	0.08	94.7
Technical/communications	0.02	0.02	0.00	98.5
Other, unspecified	0.31	0.20	0.11	63.2
Total	5.20	4.25	0.95	81.7

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.12

Average Credits Earned by Students with and Without Handicaps in General and Specific Labor Market Preparation (Students in Eleventh Grade at Selection)

	Students with Handicaps -- Average Credits:		Students without Handicaps -- Average Credits:	
Type of Course	Completed in These Courses	As a Percentage of all Vocational Education Credits	Completed in These Courses	As a Percentage of all Vocational Education Credits
Total vocational education credits	5.20	100%	4.03	100%
General labor market	1.35	26	0.88	22
Specific labor market	3.16	61	2.59	64
First course in a sequence	1.89	36	1.53	38
Second or later course	0.75	14	.76	19
Nonsequential course	0.52	10	.30	07
Specific labor market as a percentage of all vocational credits	60.77		64.24	

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.13

Credits Earned by Students with Handicaps in Specific
Labor Market Preparation, by Student Characteristics
(Students in Eleventh Grade at Selection)

Student Characteristic	Average Credits: Completed in These Courses	Average Credits: As a Percentage of all Vocational Education Credits
Handicapping condition		
Learning disability	3.47	65.23
Mental retardation	2.65	47.32
Serious emotional disturbance	2.93	63.56
All other conditions	2.43	50.63
Cognitive limitation		
Severe/moderate	2.43	46.64
Mild	3.25	59.63
Not affected	3.29	65.93
Psychosocial limitation		
Severe/moderate	2.16	48.21
Mild	2.53	46.00
Not affected	3.40	61.93
Race/ethnicity		
White	3.48	63.39
Black	2.40	52.63
Hispanic	2.65	57.73
Other	2.98	59.60
Gender		
Male	3.51	66.86
Female	2.45	47.67

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.14

Average Credits Earned by Students with and without Handicaps in Work-Based Courses (Students in Eleventh Grade at Selection)

	Handicapped Students -- Average Credits:		Nonhandicapped Students -- Average Credits:	
Type of Course	Completed in These Courses	As a Percentage of all Work-Based Credits	Completed in These Courses	As a Percentage of all Work-Based Credits
Cooperative education	0.12	13.79	0.17	43.59
Paid work experience	0.28	32.18	0.09	23.08
Unpaid work study	0.47	54.02	0.13	33.33
Total	0.87	100.00	0.39	100.00
Average credits in vocational education	5.20		4.03	
Work-based courses as a percentage of all vocational		16.73		9.68

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.15

Credits Earned by Students with Handicaps in Work-Based Courses, by Student Characteristics (Students in Eleventh Grade at Selection)

	Average Credits:	
Student Characteristic	Completed in Work-Based Courses	As a Percentage of all Vocational Education Credits
Handicapping condition		
Learning disability	.73	13.72
Mental retardation	1.29	23.04
Serious emotional disturbance	.94	20.39
All other conditions	1.52	31.67
Cognitive limitation		
Severe/moderate	1.01	19.39
Mild	.78	14.31
Not affected	.74	14.83
Psychosocial limitation		
Severe/moderate	.89	19.87
Mild	1.03	18.73
Not affected	.80	14.57
Race/ethnicity		
White	.83	15.12
Black	1.01	22.15
Hispanic	.86	18.74
Other	.90	18.00
Gender		
Male	.80	15.24
Female	1.04	20.23

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.16

Enrollment of High School Students with Handicaps in Personal and Other Courses

Subject	Regular Education Average Credits	Regular Education Credits as a Percentage of all Credits in Subject	Special Education Average Credits	Total (Regular Plus Special Education) Average Credits
General skills	0.15	20.39%	0.60	0.75
Health/P.E.	1.96	91.96	0.17	2.13
Religion	0.01	100.00	0.00	0.01
Military science	0.06	98.40	0.00	0.06
Total	2.18	73.92	0.77	2.95

Source: 1987 High School Transcript Study, Hayward et al., 1989.

TABLE B.17

Enrollment of Students with Handicaps in General Skills Courses, by Student Characteristics

Student Characteristic	Total General Skills Credits	Average Credits Taken in Regular Courses	Average Credits Taken in Special Education Courses	General Skills Credits as a Percentage of all Credits in Regular Courses
Handicapping condition				
Learning disability	0.70	0.16	0.54	23.2%
Mental retardation	0.78	0.08	0.70	10.6
Serious emotional disturbance	0.57	0.14	0.43	24.7
All other conditions	1.34	0.19	1.14	14.6
Psychosocial limitation				
Severe/moderate	0.88	0.11	0.77	13.0
Mild	0.71	0.12	0.59	17.2
Not affected	0.69	0.17	0.52	24.8
Cognitive limitation				
Severe/moderate	0.76	0.13	0.63	16.6
Mild	0.69	0.15	0.55	20.9
Not affected	0.85	0.22	0.64	25.3
Race/ethnicity				
White	0.74	0.15	0.59	20.3
Black	0.66	0.09	0.57	14.1
Hispanic	0.89	0.24	0.65	27.1
Other	1.25	0.43	0.82	34.2
Gender				
Male	0.74	0.14	0.60	19.3
Female	0.75	0.17	0.58	23.0

Source: 1987 High School Transcript Study, Hayward et al., 1989.

APPENDIX C

IMPROVED SERVICES

SUMMARY REPORT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES IN NEED OF IMPROVEMENT

Since the 1984-85 school year, States have been required to provide information to the U.S. Department of Education on the types of special education programs and services in need of improvement. Section 618(b) of Education of the Handicapped Act mandates that the Secretary obtain data describing "the special education and related services needed to fully implement the Act throughout each State." The Office of Special Education Programs (OSEP) sends forms to SEAs requesting descriptions of programs and services that are:

- not currently available for handicapped children and youth,
- in short supply for specific populations and/or ages, and,
- in a stage where considerable development is necessary for the service to have maximum effectiveness or to be delivered efficiently.

Prior to 1987-88, the OSEP-constructed data form asked States to provide information on education programs according to six specific categories:

- instructional programs,
- instructional settings,
- vocational education,
- assessment,
- evaluation, and
- physical education.

For related services, information was requested on 13 separate categories:

- occupational therapy,
- physical therapy,
- psychological services,
- speech/language therapy,
- counseling services,
- transportation services,
- parent counseling/training,
- school social work,

- diagnostic services,
- audiological services,
- recreational services
- school health services, and
- medical services.

For the 1987-88 school year, OSEP simplified the form in response to State requests, allowing States to discuss areas most needing improvement under two broad categories:

- special education programs, and
- related services.

This approach gave States more flexibility in responding. However, it is likely that the form influenced the content of States' responses; that is, States described a limited number of services needing improvement rather than providing a response for each of the instructional and related services previously listed. While nearly all States used the new format, many States chose to comment on some of the pre-1987-88 categories, indicating that these areas continued to be relevant and important.

In summarizing State data on areas in need of improvement, this discussion will follow the pre-1987-88 instructional and related services, as listed earlier. Then, a summary of nationwide concerns in special education is presented. The nationwide concerns were drawn from issues repeatedly mentioned in the SEAs' discussions of needed improvements, issues that cut across specific programs, services, and handicapping conditions.

PROGRAMS NEEDING IMPROVEMENT

Instructional Programs

As might be expected, practically every State expressed a desire to improve its instructional programs for the handicapped. Specific areas in need of improvement included: programs for students with particular handicapping conditions, coordination between regular and special education, personnel, and transition services.

Many States mentioned that programs for students with specific handicapping conditions needed improvement: deaf/blind students and those with severe mental retardation, serious emotional disturbance, and learning disabilities, among others. More adaptable programs, alternative curricula, and generally more creative and successful programs were believed necessary to improve the services for these groups. For example, one State noted the need for the implementation of "a community-based, integrated curriculum for the severely handicapped to assure maximum effectiveness for these students." Other responses regarding programs for students with these handicapping conditions expressed a need for more age-appropriate programs, better intervention techniques, and better customized individual programs.

Preschool youngsters, students in rural areas, minority, and limited-English proficient (LEP) handicapped students were also identified as groups needing more and better program options.

In addition, 11 States expressed the need for better coordination between special education and regular instructional programs.

State officials (30 States) frequently mentioned instructional staff as a component of program improvement. They called for additional teachers to reduce class sizes, staff new programs, and serve in rural areas. A general shortage of certified teachers, particularly those qualified to educate students with severe handicaps (including those with serious emotional disturbances), as well as qualified aides, was noted across the States. States with high percentages of limited-English-proficient students generally noted a need for competent bilingual staff.

Thirty States mentioned concerns with training and staff development for special education teachers, especially for students with more severe handicaps. One State commented that "regular and special education teachers need retraining on state-of-the-art effective practices for providing special education in the least restrictive environment." These reports clearly reflect a concern among the States that qualified personnel be available to provide high quality programs. Retention of special education teachers concerns many States; burn-out is a common syndrome, commented one State official.

States frequently mentioned the need for better transition services. This topic will be discussed in detail later in connection with vocational education programs.

States also mentioned three additional program areas, but to a lesser extent than those already described:

- a need for a more integrated team approach between teachers, (both special education and regular), psychologists, and social workers in working toward the best instructional programs for children (eight States);
- a need for better use of technology and adaptive devices to expand learning opportunities (eight States); and
- a need for parent training; improved communication between parents, teachers, and the school system; and, more parental involvement in the IEP process (six States).

Instructional Settings

Many States expressed a need to improve instructional settings for children with handicaps. As in previous years, several SEAs (seven States and the BIA) cited the need for additional classrooms to alleviate overcrowding; to improve on inadequate facilities; or to add and expand on preschool programs, particularly at a time as one official commented, "when the elementary level is the major growth area." Some noted that renovations are needed to better serve students with handicaps. One State mentioned that in high growth areas, there is competition for limited space, and in areas with a decreasing school-age population, school buildings are being closed, limiting available space.

Eight States and Insular Areas also recognized the need for increased opportunities for integration of children with handicaps in the regular classroom, and the placement of students in the least restrictive environment.

Vocational Education and Transition Programs

The majority of SEAs (33) expressed concerns about vocational education and transition to appropriate post-secondary experiences. This concern was second only to that of improving instructional programs. Needed programs included work-study options, job and counseling opportunities, skill development, career awareness, and vocational training. States are concerned that students move on to appropriate post-secondary experiences by acquiring the transferrable skills needed for adult independence. The report of one State cited a need for "systematic vocational training throughout the middle and secondary school years, including community-based work experiences." Many States recognized the need to expand vocational and pre-vocational courses for high school students to target training to available job opportunities. Several reports stated that better quality programs and exposure to jobs ought to be incorporated into the curriculum to prepare students for the world of work. Many reports noted that all types of vocational and transition programs are needed in rural areas, where job opportunities are limited.

Eighteen States expressed the need for additional instructional staff, work/study coordinators, job coaches, and transition specialists to provide more intensive vocational programs and to coordinate the full range of adult services agencies that can assist young adults (housing, medical care, transportation, and recreation). Eight States concluded that training of existing staff would assist in this process. One SEA noted a need for vocational education teachers trained in special education, "to handle the unique problems of special education students."

The need for improved coordination of vocational services with State and community agencies (seven States), as well as with potential employers (four States) and with parents (two States), was also noted.

Assessment

SEAs (17) made a number of substantial comments on improvements needed in the assessment process. In response to the Federal mandate to provide additional preschool programs, several SEAs called for more appropriate assessment tools for the preschool group, and noted that increased expertise in psychological testing of preschool children is needed. Four States and Insular Areas, noted a need for appropriate assessment instruments for the growing numbers of culturally and linguistically diverse students.

In addition to actual testing materials, staff require training in administering tests and applying the results, according to five States and Insular Areas. Seven SEAs mentioned needing additional staff as well as training for existing staff in conducting assessments and analyzing individual student needs. Two States suggested that it would be an improvement to use educational consultants, rather than classroom teachers, to perform these tasks, in order to free up time that should be devoted to teaching.

Evaluation

Ten States expressed the need for improved ways of evaluating the effectiveness of special education programs--measuring the quality of services and instructional programs. "Organized and objective program evaluation methods are needed," commented one State official.

Additional staff and training is needed to "improve the depth of evaluations." A few States cited the goal of training personnel in evaluation design and better use of findings. Some States felt that consultants who are experts in evaluation should be hired to assist in the evaluation process.

Physical Education

The ten States that addressed needs in physical education for children with handicaps pointed to the following needs:

- more adaptive equipment,
- additional staff and better training for physical education staff, especially in adaptive physical education,
- modifications in physical education for orthopedically handicapped, and
- new and expanded programs.

RELATED SERVICES NEEDING IMPROVEMENT

Occupational and Physical Therapy

Occupational and physical therapy were the related services most in need of improvement; 32 SEAs reported difficulties in providing these services. The primary problem is a lack of certified therapists to meet the increased demand for these services. It is difficult to recruit qualified personnel, in part, because of competition with the private sector. Certified therapists may find higher pay scales at local hospitals or mental health centers than in the school districts. As a result, many districts must contract with private therapy providers to purchase occupational and physical therapy services on a part-time basis.

Five States reported particularly short supplies of occupational and physical therapists in rural areas, although one SEA said the problem exists in suburban areas as well.

There is also a need for education-oriented therapists who understand the unique needs of students with handicaps. Therapists experienced with young children and who are trained in the use of adaptive devices are in particularly high demand.

According to various State reports, additional occupational and physical therapists would improve assessment and treatment, increase the therapy time allotted to students, and generally allow more services to be provided to needy students. One State suggested that therapy "should be provided in an integrated educational or functional model, rather than a medical pull-out model." Another stated that in-service training for special education personnel is needed "to integrate medical knowledge into the educational program."

Many States reported that because of the shortages of occupational and physical therapists, students are underserved in relation to need. Several States also mentioned that the facilities for occupational and physical therapy were inadequate.

Psychological Services

Twenty-three States and one Insular Area expressed the need for improvement in the area of psychological services. Additional personnel and services were the primary concerns. SEAs noted that more personnel are needed for assessment, diagnostics, to reduce the psychologist/pupil ratio, and decrease the time between referral and evaluation. Four States cited particular difficulty in recruiting certified personnel in rural areas. A need for personnel to work with limited-English-proficient children and those from different cultural backgrounds was also noted. Two States reported needing in-service training for those working with preschoolers.

Many States recognized the need for improved psychological services. Some States were very specific about for whom: preschool children (three States), emotionally disturbed children (four States), and Hispanic students (two States). One State discussed the need for "improved links between assessment and instruction;" another cited the need to expand the role of school psychologists in the areas of consultation and direct services, stating that, currently, "the largest portion of psychological services consists of psychometric testing."

Speech and Language

Almost half of the States (22) responded that improvements were needed in the area of speech and language services. The majority of comments called for additional personnel. As with occupational and physical therapists, speech therapists are difficult to recruit in rural areas, and schools face competition with private sector employers. States noted that additional staff would reduce caseloads and facilitate earlier intervention. One State noted the particular importance of having adequate numbers of professionals in this field, since 60 percent of the children receiving services in the State have speech impairment as their primary handicap.

A few States indicated that speech therapists need additional professional training in order to treat young children and the severely impaired. One State report called for shifting the role of the speech therapist beyond direct services to include increased consultative services for teachers and parents, and participation in program development for infants to three-year-olds, preschoolers, and individuals with severe communication problems.

Counseling Services

Sixteen States and one Insular Area reported that counseling services were in need of improvement. Several States reported that more counseling staff were needed overall and noted in particular a shortage of counselors who are trained to work with handicapped children. Three States indicated that emotionally handicapped students, in particular, need attention. More mental health counselors were needed in one State.

SEAs felt that many students lack sufficient counseling time for discussing career and vocational alternatives, as well as family issues. Counseling services were often lacking in rural areas. Suggestions for improvement included: (1) that systematic counseling services be instituted; (2) that cooperative service agreements between mental health centers and school districts would benefit children; and (3) that ongoing counseling would assist emotionally handicapped children in their adjustment to academic demands and the behavioral requirements of programs. One SEA explained that "the proliferation of single-parent families, drug and alcohol abuse, and the multiplicity of stressors in society have strained the public school districts' ability to provide support counseling to handicapped students."

Transportation

Eight States noted the need for additional buses and bus drivers to reduce the length of routes, especially for rural students. Two other States encouraged additional transportation services to promote participation in community activities, summer and after school recreation, work, counseling services, and other activities.

Parent Counseling/Training

Generally, the seven States that provided input in this category expressed the need for more services: more parent awareness activities and training; counseling support to assist parents in following through with activities at home and to help them manage a child's behavior; programs "to help children meet their potential;" counseling in nutrition, tutoring, and general parenting skills; and generally better parent/school communication. SEAs cited the need for on-going parent training to assist parents in working with preschoolers. Some States noted that additional personnel is also needed to assist families to enroll children in a full range of community activities (scouting, clubs, and youth programs).

Social Work

Personnel was the main concern of seven States that responded in this category. They repeated that more social workers are needed in the schools, as opposed to services being provided under contract; and that staff need more contact with parents and community support groups. One State remarked that students in special education also face problems that regular education students encounter, such as alcohol and chemical abuse, truancy, misconduct, and peer conflicts--problems social workers are trained to deal with. "The social worker is a vital link between the school, home, and community, and must be available in sufficient numbers to meet student needs."

Diagnostic Services

Of six SEAs reporting needs in the area of diagnostic services, four required more highly trained personnel to identify students at an early age, to diagnose the severely handicapped, and to "identify multiple problems among learning disabled students which are often difficult to diagnose." Some reports stated that in-service training might also help develop teachers' skills in diagnosing young students and the severely handicapped. "The use of assessments that address skill attainment rather than developmental levels needs to be employed", suggested one State.

Audiology

Additional staff and audiological services were identified as needing improvements in five States. It was also felt that staff need more training to deal with preschoolers, and more technical knowledge in providing services to children.

Recreation

Three out of the four States that commented on recreation services mentioned the need for more staff--persons trained in recreational services for the handicapped, and experience with community outreach programs to share facilities and programs. In addition, the need to explore more leisure and recreational options and summer programs for students with handicaps was mentioned.

Health

In the area of school health services, two States out of four reported a need for more personnel. One State commented on the lack of necessary interagency coordination to provide various services and another mentioned the need for medical monitoring of the many children with health problems.

Medical Services

Three States responded in this category: one needing more staff, and two specifically needing nursing personnel "located in schools," and to "serve more severely handicapped students." Several SEAs (3) mentioned that additional mental health personnel would also be helpful.

AREAS OF NATIONWIDE CONCERN

An analysis of State-provided data and comments on special education programs and related services in need of improvement revealed a number of recurring themes. These themes transcend specific programs or services and State or regional boundaries. These areas of nationwide concern include:

- personnel,
- preschool education,

- programs for students with specific handicapping conditions,
- interagency cooperation, and
- rural special education.

Personnel

Personnel issues were the major concern among States this year. Nearly every State expressed needs in the areas of recruitment, training, and retention of staff. States called for a greater supply of qualified personnel, especially for the severely emotionally disturbed and the seriously mentally retarded. They also pointed to the need for more teachers to alleviate overcrowded classes and to establish new programs. A handful of States mentioned the increased use of consultants for assessment, evaluation, and curriculum development. In States with large minority student populations, shortages of teachers and specialists trained in bilingual and cross-cultural concerns were reported.

Qualified related services personnel reportedly in short supply included: occupational therapists, physical therapists, psychologists, counselors, social workers, and speech and language therapists. States noted the need for more in-service training for both teachers and paraprofessionals to develop skills such as: instructing and counseling children with special needs, integrating special needs students into the regular classroom, conducting evaluations, and intervention techniques.

Early Intervention and Preschool Education

As of September 1988, 41 SEAs required a free appropriate public education for 3-5 year olds. Nine SEAs required these services from birth. In addition, many SEAs anticipate changes in age mandates. The 1986 amendments to EHA have also been an important catalyst in addressing the needs of handicapped preschoolers. New mandates require a free appropriate public education for 3-5 year olds starting in fiscal year 1991. The Handicapped Infant and Toddler Program (Part H) provides financial incentives to States to develop and implement programs for 0-2 year olds.

The growing realization among educators that early intervention often promises the greatest gains, coupled with the impact of new Federal and State legislation requiring educational services to infants, toddlers, and preschool children with handicaps, prompted numerous States to report needs in preschool education. The specific improvements called for included: more programs, especially for infants with low-incidence conditions; alternative programs (home-based and center-based); more highly trained teachers and specialists; staff training in the special needs of infants and toddlers; training and counseling for parents; increased expertise in testing and technical services; and appropriate assessment and diagnostic tools. Preschool education has been a concern in past years in terms of the services in need of improvement, but educators seem to have emphasized it as a priority this year.

Programs for Students With Specific Handicapping Conditions

States repeatedly mentioned students with three specific handicapping conditions as needing better programs and services: seriously emotionally disturbed, severely mentally retarded, and deaf/blind. Both the seriously emotionally disturbed and severely mentally retarded were viewed as needing increased program options, improved services, alternative curricula, and other creative interventions. All three types of students were viewed as needing better trained personnel to provide the most effective instruction and services. For the deaf/blind, better customized and more integrated programs were highlighted.

Interagency Cooperation

The need for better cooperation with related agencies was another common theme. Some States specifically mentioned this need in the area of vocational and transition services, social work, and school health, and others expressed the need generally in implementing instructional programs.

Rural Special Education

It has long been recognized that, in providing special education services, rural areas have unique problems due to isolation, small numbers of students with certain handicapping conditions, and long distances involved in transportation. Shortages of teachers (particularly for young children and children with low-incidence conditions) and a scarcity of other personnel (for services such as occupational therapy, physical therapy, speech and language services, and counseling) were reported. In rural areas, the picture emerges of a need for new and improved programs and services for all population groups, but especially for students with low-incidence conditions. States noted that facilities are frequently inadequate, and vocational courses are very limited, as are employment opportunities. Transition training for personnel is especially needed where job opportunities are lacking.

Summary

Improvements are still being made in the delivery of services to handicapped youth. The goal is to go beyond minimal compliance--to implement programs that achieve maximum progress for students with the greatest efficiency and coordination of services. As one State wrote, "It is the nature of all educational programs to be constantly evolving in order to improve instructional services. Many concerns and needs that are being addressed are both long-range and on-going."

APPENDIX D

SPECIAL STUDIES CONTRACTS

EVALUATION OF THE EDUCATION OF THE HANDICAPPED ACT

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through 1983. The studies have been designed to provide information concerning the impact and effectiveness of the EHA as described in the fourth chapter of this report requested by Congress.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
1.	Assessment of State Information Capabilities under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562	9/30/76 - 9/30/77 $298,840

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

2.	Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, CA 300-76-0513	10/1/76 - 9/30/77 $267,790

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
3. An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0515	10/1/76 - 9/30/77 $110,904

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under EHA-B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4. Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 $433,000

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

5. Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress.*

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
6. Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies	SRI International Menlo Park, CA 300-78-0030	1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006

Description: The purpose of this study was to follow a small sample of school systems over a 5 year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the National trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

Title	Contractor and Contract Number	Contract Period and Amount
7. Criteria for Quality	Thomas Buffington Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 $395,162

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
8. National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529	1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9. A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C.	7/9/76 - 10/30/78 $328,758

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 76 study on the implementation of the individualized education program, and several have been raised by National teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

10. Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 $484,452

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
11.	Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 $24,767

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12.	Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 $369,770

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States' hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13.	Special Teens and Parents: Study of P.L. 94-142's Impact	ABT Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
14.	Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15.	The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16.	Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, IL 300-78-0461	9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464	10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

18. Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919
	300-82-0001	10/1/82 - 9/30/83 $125,071 10/1/83 - 10/31/84 $144,171
	300-84-0246	10/1/84 - 9/30/85 $196,632 10/1/85 - 9/30/86 $348,564 10/1/86 - 10/31/87 $215,797

Description: The purpose of this project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to OSEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the *Annual Report to Congress*.

Special Studies Contracts

<table>
<tr><th>Title</th><th>Contractor and Contract Number</th><th>Contract Period and Amount</th></tr>
<tr><td>19. Identification of Future Trends in the Provision of Services to Handicapped Students</td><td>Newtek Corporation
Reston, VA
300-78-0302</td><td>6/1/78 - 9/30/78
$10,000</td></tr>
<tr><td colspan="3">Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policy-making, the conference highlighted some potentially important trends about which policy-makers should be aware. A summary of the conference was published in *Focus on Exceptional Children.*</td></tr>
<tr><td>20. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria</td><td>Planning and Human Systems, Inc.
Washington, D.C.
300-78-0128</td><td>5/1/78 - 12/15/78
$64,500</td></tr>
<tr><td colspan="3">Description: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A 6 month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.</td></tr>
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Special Studies Contracts

<table>
<tr><th></th><th>Title</th><th>Contractor and Contract Number</th><th>Contract Period and Amount</th></tr>
<tr><td>21.</td><td>A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children</td><td>Applied Management Sciences (AMS)
Silver Spring, MD
300-79-0669</td><td>10/1/79 - 9/30/80
$200,403
10/1/80 - 9/30/81
$480,092
10/1/81 - 9/30/82
$179,906
10/1/82 - 3/31/83
$ 37,310</td></tr>
<tr><td></td><td colspan="3">Description: This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.</td></tr>
<tr><td>22.</td><td>Survey of Special Education Services</td><td>Rand Corporation
Santa Monica, CA
300-79-0733</td><td>10/1/80 - 9/30/81
$225,402</td></tr>
<tr><td></td><td colspan="3">Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in Special Studies money, this contract was terminated at the end of the first year.</td></tr>
<tr><td>23.</td><td>Study of Student Turnover Between Special and Regular Education</td><td>SRI International
Menlo Park, CA
300-79-0660</td><td>10/1/79 - 3/31/81
$220,299</td></tr>
<tr><td></td><td colspan="3">Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, ()2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.</td></tr>
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Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
24.	Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 $35,358

Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives who are involved in the legal aspects of implementing the parent surrogate requirements, two persons from National organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

	Title	Contractor and Contract Number	Contract Period and Amount
25.	Analysis of State and Local Local Implementation Efforts	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 $31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist OSEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides OSEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a National topical conference was conducted in June 1980.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
28.	Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 $97.939 9/1/80 - 8/31/81 $70,000

Description: This study had two components--an assessment component and a secondary component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

29.	Special Study on Terminology	SRA Technologies Mountain View, CA 300-84-0144	5/21/84 - 2/21/85 $209,670

Description: This 9 month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the procurement was to conduct a review and assessment of the impact of the terms "seriously emotionally disturbed" (SED) and "behaviorally disordered" (BD), and their definitions on (a) the number and type of children and youth currently being and anticipated to be served in special and regular education programs, (b) identification, assessment, special education and related services provided and the availability of such services, (c) setting in which special education and related services are provided, (d) attitudes of and relationships among parents, professionals, and children and youth, and (e) training of professional personnel providing special education services. Examples of SED children who are currently effectively and ineffectively served were also provided. The Study will culminate in a report which addresses all of the above data elements.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
30. Longitudinal Study on a Sample of Handicapped Students	SRI International Menlo Park, CA 300-84-0258	9/27/84 - 9/27/85 $285,409 4/10/85 - 4/30/86 $212,103 6/3/85 - 4/30/86 $ 48,051 5/1/86 - 7/28/86 $100,000 7/29/86 - 10/15/86 $ 71,526
	300-87-0054 Implementation	4/22/87 - 4/30/90 $2,963,602

Description: This contract was developed in response to Section 8, P.L. 98-199 which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development. Data were collected on a nationally representative sample of over 8,000 youth with disabilities. Analyses are examining outcomes and related factors.

31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	Decision Resources Corporation Washington, D.C. 300-84-0257	9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $722,614 9/30/87 - 3/31/88 $167,341 4/01/88 - 2/28/89 $ 65,921
		Total: $1,967,650

Description: This Congressionally mandated study was designed to provide SEP with detailed expenditure data and to provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by handicapping condition and age grouping. Analyses focused on national expenditure estimates, service descriptions, and how federal funds are used.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
32. Technical Assistance to State Educational Agencies Participating In The State Educational Agency/Federal Evaluation Studies Program	Research Management Corp. Fall Church, VA 300-85-0098	4/30/85 - 5/30/87 $313,924

Description: Section 618(d)(3) of P.L. 99-457 authorizes technical assistance to be provided to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, i.e., quasi-experimentation, sampling, instrumentation, and case study research, to more finite issues of participatory testing, survey methodology, questionnaire development and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the twenty-one projects funded in 1984 and 1985. A final activity of the contract is to prepare a synthesis report on the six 1984 studies that evaluated the impact and effectiveness of educational services for learning disabled children served within regular education.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
33. A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities	Mathematica Policy Research Princeton, NJ 300-85-0190	9/1/85 - 5/31/86 Phase 1 $331,189 6/1/86 - 2/28/87 Phase 2 $529,246 3/1/87 - 11/30/87 Phase 3 $283,564 12/1/87 - 8/31/88 Phase 4 $182,025 9/1/88 - 2/28/89 $ 79,971 Total: $1,405,995

Description: This Congressionally mandated project will provide data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with handicaps, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights Survey of Special Purpose Facilities was conducted in 1978-79. State and local procedures and practices which are designed to improve instructional programs and to promote the educational opportunities of handicapped children will also be identified.

Title	Contractor and Contract Number	Contract Period and Amount
34. Technical Assistance in Data Analysis, Evaluation, and Report Preparation	Decision Resources Corporation Washington, DC 300-87-0155	10/1/87 - 10/1/90 $3,381,961

Description: This project combines and expands on previous separate technical assistance contracts with OSEP. The purposes of the project are to (1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; (2) conduct issue-oriented analyses that can be utilized by federal, state, and local administrators to support decisions regarding policymaking and implementation; (3) assist states to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under EHA; (4) facilitate information exchanges among federal, state, and local special educators to discuss common concerns and goals; and (5) obtain, organize, and analyze information from multiple sources for reporting on the status of EHA implementation, and the impact and effectiveness of EHA implementation.

APPENDIX E

ABSTRACTS OF SEA/FEDERAL EVALUATION STUDIES PROGRAM

COLORADO DEPARTMENT OF EDUCATION

"Colorado Special Education Outcome Indicators: An Evaluation of the Effectiveness of Special Education Programming at the Secondary Level Based on Student Outcome and Program Quality Indicators"

Project Director: Richard Hulsart

Cost: Federal Share = $106,877

SEA Share = $ 71,326

Total = $178,203

Project Period: October 15, 1988 to April 30, 1990

Abstract:

The Colorado Department of Education intends to study the effectiveness of special education programming at the secondary level based on student outcome and program quality indicators. The study will follow procedures originally used in New Hampshire: the same study design and project contractor, the Center for Resource Management, Inc., will be used.

The study will carry out evaluations in two major areas: (1) secondary special education student outcome indicators, and (2) conditions and practices that contribute to positive student outcomes for secondary special education students. Student outcome indicators include attendance, suspension, drop-out and graduation rates; grade performance across curriculum areas; job preparation skills; student satisfaction with school; independent living skills; social attitudes and behaviors; and school and community integration. The conditions and practices to be analyzed include resource allocation, curriculum and programs, instructional practices, staff characteristics, staff development, policies and procedures, leadership, school climate, parent participation, and interagency collaboration.

The study has four objectives. The objectives are:

1. To assess the impact achieved through secondary special education programming in student outcome areas that include; attendance, suspension, drop-out and graduation rates; grade performance across curriculum areas; job preparation skills; student satisfaction with school; independent living skills; social attitudes and behaviors; and school and community integration.
2. To determine the extent to which program impact at the secondary level is related to indicators of effective special education programming in such areas as: resource allocation, program and curriculum, staff characteristics and staff development, instructional practices, parent participation, climate, and leadership.

3. To increase the capability of local school districts to systematically assess and improve programs and services on an ongoing basis.

4. To increase the capability of the Colorado State Department of Education to provide technical assistance support to special education program evaluation and program improvement.

The study will be conducted in 15 schools--representing six special education administrative units and sites, and 11 school districts. Study sites include schools in both eastern and western Colorado and, both large and small administrative units. The districts under study are similar in their compliance with state-defined standards for special education but vary in their approaches to delivering special education programs and related services.

At the school level, various samples will be drawn to address the different objectives. For objective number 1, a cross-disability representative sample of 9th through 12th grade students will be drawn from each school. These student samples will comprise 25 percent to 100 percent of the school's total population of handicapped students, depending upon the size of the school and its handicapped population. In all, the study will sample approximately 1,000 students. For objective 2, a sample of the staff members from the 15 schools in the study will complete a survey instrument.

Data for the study will be collected through a series of surveys and checklists. A staff survey will be developed based on a recently completed Colorado special education quality indicators document utilizing a survey format that was extensively tested in New Hampshire. The other data collection forms will be adapted from instruments originally designed for the New Hampshire study. In addition, student records will be reviewed in the schools to compile data on each handicapped student.

Quantitative data analysis procedures will include comparison of the attendance, suspension, drop-out, and graduation rates of handicapped and non-handicapped students in the participating school sites. Descriptive statistical analysis of survey data will include frequencies, means, and standard deviation. Multivariate statistical methods will be used to determine relationships across outcome areas and across program effectiveness areas.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Plan for Statewide Evaluation of Academic Outcomes of Educational Services for Students Receiving Special Education Services"

Project Co-Directors: Pascal Forgione and Thomas Gillung

Cost: Federal Share = $111,864

SEA Share = $211,122

Total = $322,986

Project Period: December 1, 1988 to May 31, 1990

Abstract:

The Connecticut State Department of Education has proposed a study using the Connecticut Mastery Test (CMT) to help determine the effectiveness of educational programs for special education students. The purpose of the study is to set in place the data collection procedures, along with the performance criteria and standards, that will allow the Department to engage in a longitudinal statewide evaluation of outcomes for educational programs for students receiving special education services.

The Connecticut Mastery Test (CMT) is a curriculum-based criterion-referenced test designed to assess the language arts/reading, writing, and mathematics skills that students should have mastered by the beginning of the fourth, sixth, and eighth grades. The test was designed to reflect the basic skills necessary to master the academic subject matter at each of the three grade levels. The CMT yields information about a student's educational achievement that permits identification of strengths and weaknesses in each of the academic skill areas assessed by the test in relation to an objective performance standard.

This study will analyze the usefulness of the CMT as a method of evaluating students receiving special education services. The four objectives of the study are:

1. To assess the usefulness of the CMT for statewide evaluation of special education programs for handicapped students in public schools.
2. To establish suitable CMT standards for assessing the educational progress of special education students over time.
3. To assess the feasibility of implementing out-of-level testing on the CMT for special education students.
4. To assess the usefulness of the CMT for purposes of pre-referral screening and academic prescription for special education students.

Psychometric analyses will be performed on data collected from the CMT administered in the Fall of 1987 and 1988. Such techniques as regressions, factor analyses, tetrachloric correlations, and item parameter estimates will be used. In addition, there will

be factor structure analyses, guessing analyses, test information functions, and undimensionality assumption analyses.

Data will be collected from the CMT on both regular students, and special education students with mild educational disabilities who have academic goals as an important feature of their educational program and students in the regular education program. In addition, demographic data will be collected from the Integrated Special Students Information System.

KANSAS STATE DEPARTMENT OF EDUCATION

"Evaluation of Cross-Categorical Programs for Students with Mildly Handicapping Conditions"

Project Director: Sidney A. Cooley

Assistant Director: Phyllis Kelly

Cost: Federal Share = $130,541

SEA Share = $ 88,024

Total = $218,565

Project Period: January 1, 1989 to December 31, 1990

Abstract:

The Kansas State Department of Education intends to assess the effectiveness of cross-categorical service delivery models for students with mildly handicapping conditions, including behaviorally disordered, educable mentally retarded, and learning disabled. Schools in Kansas operate both categorical and cross-categorical programs. Cross-categorical programs are known as "interrelated" service units in Kansas. Few previous studies have evaluated the effectiveness of cross-categorical programs. This study will examine both categorical and cross-categorical programs and compare them as to effectiveness, degree of student satisfaction, and degree of teacher satisfaction. Teacher perceptions of preparation needs will also be determined.

The study has two major goals. The goals are:

1. To determine the effectiveness of cross-categorical versus categorical programs.
2. To determine teacher preparation needs for personnel to teach in cross-categorical programs.

The information from this study will be used to make recommendations for regulatory changes regarding cross-categorical and categorical delivery models, and for changes in personnel preparation practices, including inservice and technical assistance.

Data will be collected from 14 special education agencies throughout the State which represent 19 percent of the total in Kansas. These agencies will represent urban, suburban, and rural areas, as well as single district local education agencies (LEAs) and multi-district cooperative LEAs.

The study will collect data from a minimum of 280 special education teachers and 1,120 students with mildly handicapping condition. Data will be collected from student records, teacher interviews, and surveys of the parents of the students. The LEAs will be chosen in order to include an equal number of categorical and cross-categorical teachers and students. Elementary and secondary level students will be included. In addition, the study will survey all special education teachers in the State.

Certain elements of the research design have not yet been determined. The questionnaires and data collection forms are still under development. However, the types of analyses and tests to be run have been determined. Levels of significance have been set at the .05 level.

KENTUCKY DEPARTMENT OF EDUCATION

"A Study of the Status of Secondary Students Who Have Exited Special Education Programs and Analysis of Secondary Programming and Postsecondary Outcomes"

Project Director: Linda F. Hargan

Cost: Federal Share = $107,416

SEA Share = $ 45,777

Total = $153,193

Project Period: October 1, 1988 to March 31, 1990

Abstract:

The Kentucky Department of Education, Office of Education for Exceptional Children, in collaboration with the Interdisciplinary Human Development Institute, University of Kentucky, and the Survey Research Center, University of Kentucky have proposed a study to analyze the current status of former secondary students who have left special education programs. The goal of the study is to determine the relationship between secondary special education and the postsecondary outcomes. Results from the study will be used to develop and expand special education and related services and to plan for the needs of students with handicaps as they leave school.

The study has five main objectives. These are:

1. To determine the extent to which the categorical placements, service delivery configurations, and services delivered affect the postsecondary outcomes of special education students.

2. To determine the extent to which participation in vocational education affects the postsecondary outcomes of special education students.

3. To determine the extent to which transition planning has a positive effect on postsecondary outcomes of special education students.

4. To determine the extent to which students and families interact with community agencies before exiting school, and the degree to which such actions affect postsecondary outcomes.

5. To determine the extent to which participation in community-referenced instruction programs affects postsecondary outcomes.

The study will identify a sample of 1,250 individuals who were between the ages of 12 and 21, and enrolled in special education programs during the 1982-83 school year. This sample will be drawn from 20 school districts. The two largest districts in the State will be included, and the remaining 18 districts will be chosen at random. Participants in

the study will be selected with a probability that is proportional to the number of each district's special education students (that is, the number of students between the ages of 12 and 21 who were served during the 1982-83 school year).

Field workers will visit the selected school districts to gather preliminary information on the former students to be included in the study: name, last known address, demographic information, the reason for leaving school, and the type of special education services received.

Study participants will be surveyed by telephone to determine the circumstances of their leaving school and to gather information on their lives since leaving school. The survey will also collect information on the type of special education received, and the students' satisfaction with the services received.

Techniques of analysis will include correlations, analysis of variance, regression, and log linear analyses.

MARYLAND STATE DEPARTMENT OF EDUCATION

"A Study of the Impact of Special Education Services on Students Who Have Exited Secondary Programs"

Project Director:	Robert T. Coombs
SEA Contact:	Sheila Drape

Cost: Federal Share = $138,283

SEA Share = $ 56,239

Total = $194,522

Project Period: October 1, 1988 to March 31, 1990

Abstract:

The Division of Special Education of the Maryland Department of Education, in cooperation with the Center for the Development of Effective Education for Handicapped Students of the Prince George's County Public Schools and the Institute for the Study of Exceptional Children and Youth at the University of Maryland, is conducting a study to develop a follow-up system for tracking students who complete or leave secondary special education programs.

This study will gather descriptive information about special education students in Prince George's County, Maryland, which has the sixth largest special education program in the nation. Data will be gathered on all handicapped students in Level I through V service delivery programs who either graduated, aged out, or dropped out of special education programs during the 1987-88 school year.[1]

For comparison, the study will examine data on 480 regular education graduates who are not attending college and compare this group with the handicapped students. Comparisons will be made regarding employment status, perceived connection between training and work, and job finding strategies.

Data collection involves reviews of records (to determine the characteristics of secondary school programming received by each student), and telephone interviews with the former students or members of their families. The former students will be interviewed to determine their residential status (e.g., alone, with family, with friends), current employment, and satisfaction with special education services received.

In addition, interviews will be conducted with former special education students who dropped out during the 1987-88 school year, and their school records will be reviewed.

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[1] Level I students are served in the general education program; level II students are in special programs up to one hour a day; level III students are in programs up to three hours a day; level IV students are served full-time in a special class which is housed in a general education building; and level V students are served in a special center which serves only students with handicaps.

The goal of the study is to look at the relationship between secondary programming and post-secondary outcomes. These data should prove highly relevant to improving the special education curriculum at the secondary level, and to expanding vocational training and work experiences necessary for the successful transition from school to competitive employment.

MINNESOTA DEPARTMENT OF EDUCATION

"Shared Responsibility in Educational Service Delivery to Low Achieving Students: An Evaluation of Current Status and Program Development Needs for Regular and Special Education"

Project Director: Thomas Lombard

Cost: Federal Share = $119,443
SEA Share = $113,641
Total = $233,084

Project Period: November 1, 1988 to April 30, 1990

Abstract:

The Minnesota Department of Education is evaluating the current service delivery arrangements for students experiencing educational difficulties at the elementary level. The study has two major purposes: 1) to clarify the respective missions of regular and special education, and 2) to investigate the extent to which variations in service delivery and related organizational support systems predict differences in special education service rates. The study also proposes to assess the current status of prereferral intervention and mainstreaming programs, and the impact of the Minnesota Educational Effectiveness Program on service delivery arrangements for students "at risk" and with mild handicaps.

The study uses a multi-method, multi-site design, combining qualitative and quantitative techniques. The study is being conducted in two phases. The first phase is exploratory in nature and focuses on the generation of hypotheses. Phase I will focus on a small number of sites, and will probe service delivery. Data will be collected to examine how regular and special education personnel communicate and cooperate within a building, both formally and informally. Data collection in this phase utilizes interviews, document analyses, and observations. During the first phase researchers will determine the appropriate sampling parameter and instruments for the second phase.

The second phase will be more structured, aimed at verifying theory developed in the first phase. Cross-site analyses will collect data on those issues that were determined to be the most relevant in Phase I.

Data collection in Phase II will emphasize quantitative approaches. Although instrumentation for the second will be developed, it is expected that existing instruments from Phase I will be adapted when possible.

The sample design involves four nested levels:

I. Incidence rates for three mild handicapping categories - specified learning disability, mild mentally handicapped, and emotional/behavioral disorder. There will be three levels--high, medium, and low.

A. Schools will be divided into two groups, based on the type of programs they have, categorical or unendorsed.

1. Schools will be further divided by whether or not they have participated in the Minnesota Educational Effectiveness Project (MEEP).

    a. Classrooms will be chosen to fit one of three cells--third grade, fourth grade, and special education.

At least two schools are to be selected from each of the six cells implied by the three categories of incidence rates and the two categories of MEEP participation. Further details of sampling, instrument development and data analysis will be determined during Phase I of the study.

OREGON DEPARTMENT OF EDUCATION

"An Evaluation of Seriously Emotionally Disturbed Students, Programs and Services"

Project Director: Patricia Brush

Cost:	Federal Share = $ 46,351
	SEA Share = $ 31,070
	Total = $ 77,421

Project Period: January 1, 1988 to June 30, 1989

Abstract:

The proposed study will evaluate the effects of entry criteria and identification and placement procedures on:

1) the identification of students as seriously emotionally disturbed (SED) versus other troubled students, and

2) the number of students classified as either SED or other troubled, within State-operated programs and a stratified sample of local education agencies.

Other troubled students are defined as those students not identified as SED, but who may meet the SED eligibility criteria.

The SED count for Oregon is low compared to other States. Entire counties report no SED students, though enrollment data suggest the probability that some SED students in some LEAs are not being identified. Furthermore, SED counts vary considerably within and across programs and districts. Analysis of the factors affecting varying SED counts in State-operated programs and selected LEAs will identify possible reasons for Oregon's low SED counts.

The variability in SED counts may be due to a number of factors. Low counts could, for example, result from lack of staff or services, or from inadequate staff training. On the other hand, low tallies could stem from the possibility that the regular educational system and community adequately meet the needs of these students without identifying them as SED. If so, it will be useful to document these practices.

Specifically, this study will evaluate the differences between identified SED and other troubled students in high- and low-incidence districts with regard to entry criteria, identification and placement procedures, student characteristics, district and community characteristics, and available services.

The study plan includes a mail survey of all LEAs and State-operated programs to gather this information, and it will guide the selection of participants for more in-depth study, which will include both telephone and on-site interviews.

LEAs will be stratified by size and grouped by region. A sample of LEAs and State-operated programs will be selected to include the most extreme cases, given the goals of the project--that is, sites with unusually high or low SED counts, or identified as having strong programs for SED and/or other troubled students will be selected. Data will be analyzed using descriptive and correlational techniques.

The products of this study will include:

- packaged data collection and analysis procedures (instruments and methods) designed to identify contextual variables and other factors that influence identification, placement, and services for SED and other troubled students;
- a report describing the SED and other troubled students studied and the services provided to them;
- a report describing the most effective practices found within the State for these students;
- a report describing the training and other forms of assistance needed by districts and programs to improve practices for SED and other troubled students; and
- an evaluation report for the project.

PENNSYLVANIA DEPARTMENT OF EDUCATION

"Evaluation of the Effects of Pennsylvania's Instructional Program Options, Support Services, and Procedures Used Prior to Referral for Special Education"

Project Director: Dr. Naomi Zigmond

Cost: Federal Share = $117,400

SEA Share = $102,973

Total = $220,373

Project Period: September 1, 1988 to December 30, 1989

Abstract:

This study will evaluate the impact of instructional program options, support services, and procedures used prior to special education referral with students who are not succeeding within regular education programs on the rate at which mildly handicapped students are assigned to special education programs. Specifically, the project seeks to determine:

- the extent to which provision of specific instructional program options is related to the rate of classification in special education;
- the extent to which the provision of specific support services affects classification rates; and
- how differences in building-level and district-level procedures affect referral and classification rates.

The project will address the issue of the rapid increase in the numbers of students who are being identified as mildly handicapped and in need of special education. It will explore the relationship of that increase to instructional and support service options used in regular education prior to referral.

The study grows out of the observation that the proportion of students classified as handicapped varies widely across districts. Moreover, this variation seems to be in some substantial measure related to differences in pre-referral processes, services, and programs. The latter differences, in turn, are presumed to be related to such factors as educator training and experience, district funding, class size, and availability of remediation staff, among others. To implement this study, the project will use a combination of survey and case study approaches, including data collection involving samples of districts, schools, and educators.

The sampling procedure will initially identify the districts in the top and bottom 10 percent (that is, upper and lower deciles) of Pennsylvania's 501 districts in terms of proportions of students classified as mildly handicapped. From these two groups, matched samples of up to 12 districts each will be selected to obtain a spread of rural-suburban-urban characteristics, district size, and per-pupil expenditure. Three schools, an elementary, middle, and high school, will be selected per district. From each district, the following educators will be selected randomly for participation in the study: one special education administrator, three principals (one per school), six regular educators (two per school), three special education teachers (one per school), and an intermediate unit staff member involved in placement.

Several of the data collection instruments to be used in the study were modified from earlier work conducted by the New York State Department of Education. Catalogs of instructional program options, based on input from SEA personnel, experts in various educational fields, and district representatives, will be used in conjunction with structured in-person interviews to determine what program options and support services are used within a school. Other information collected through interviews will include, for example, the number of children referred and not classified, and which options were used with children prior to classification. Descriptions of hypothetical pupils with varying types of learning problems will be used in interviews with teachers to determine which service options they would recommend and which students would be referred to special education for evaluation.

Data analysis will primarily compare districts with low proportions of students classified as handicapped and districts with high classification rates. Analysis of variance factorial designs will be used to assess relationships of variables to effective program options or support services. Other analyses will involve reliability tests of instruments, descriptive statistics, and contingency tables and correlations.

The results of this research will provide information about several policy, fiscal, and programmatic issues. In particular, information will be developed about:

- the effects of the existence of different program options and support services on referral and classification rates;
- the effects of funding mechanisms and local district policies and procedures on classification rates;
- which policies and procedures affect delivery of services to students with special needs;
- which variables increase or decrease the effectiveness of pre-special education referral options; and
- national and State level questions concerning the nature and effects of service delivery on a regular education-special education continuum.

UTAH STATE OFFICE OF EDUCATION

"Evaluation of Mainstreaming Models"

Project Director: Donna Carr

Cost: Federal Share = $139,315

SEA Share = $118,880

Total = $258,195

Project Period: January 1, 1988 to December 30, 1989

Abstract:

In October 1985, The Utah State Office of Education received a three-year federal grant to provide inservice training to regular educators in effective instructional practices for serving students with learning disabilities, and other students having similar learning difficulties, in the regular classroom environment. The goal of this "mainstreaming" project was to develop, in a selected number of pilot schools, mainstreaming models that would maintain, with support, at least 85 percent of the mild and moderately handicapped students, as well as other students with similar needs, in the regular classroom with successful learning occurring. "Successful learning" was defined as "achieving at least minimal mastery of the core curriculum." Academic progress was to be verified by student performance data provided by ongoing curriculum-based assessment.

The purpose of this evaluation is to ascertain the efficacy of these mainstreaming models in terms of implementation and student change data. The evaluation addresses three major questions:

- What are the characteristic of each of the mainstreaming projects in terms of organizational structures and administrative procedures?
- In each of the mainstreaming projects, what specific teaching behaviors and attitudes are being displayed?
- What levels of academic performance and attitudes toward school do students exhibit?

The study will determine the comparative effectiveness of mainstreaming models and identify the reasons for different levels of effectiveness. A profile of each of the State's mainstreaming projects has been developed that described the organizational structures, administrative procedures, and instructional strategies that are characteristic of each project. Direct classroom observations are being carried out to determine the specific teaching behaviors that are displayed in each of the mainstreaming projects. Curriculum-based as well as normative measures of achievement are applied to determine the levels of students' academic performance and attitudes toward school. Analyses will identify similar mainstreaming strategies in individual school settings, and consolidate the strategies into discrete mainstreaming models. Next, teaching behaviors will be identified that guide teachers and administrators toward the definition and improvement of the different mainstreaming models.

Last, the evaluation will study the effects of each mainstreaming model on student outcomes in relation to increased time spent in a less restrictive environment, increased rates of academic achievement, more positive self-concepts of academic ability, and degree of self-reliance.

Least restrictive environment is to be measured in terms of the percentage of the school day a student spends in the regular classroom, with the objective being 100 percent integration of at least 85 percent of the students. The extent to which a student has mastered established curricula is to be used to measure academic achievement. Perception of self as a student will be the measure of self-concept of academic ability. The extent to which students can and want to complete tasks or solve problems on their own defines self-reliance.

MICHIGAN DEPARTMENT OF EDUCATION

"Using Exiting Performance Assessments to Evaluate and Improve Programs for Educable Mentally Impaired and Emotionally Impaired Students"

Project Director: **Lucian Parshall**

Cost: Federal Share = $187,323

SEA Share = $178,930

Total = $366,253

Project Period: **October 1, 1989 to September 30, 1991**

Abstract:

The Michigan Department of Special Education Services and the Center for Quality Special Education will conduct a study to develop and collect exit performance assessment (EPA) data on two types of special education students. The project will study students classified as educable mentally impaired (EMI) and emotionally impaired (EI). The project has two purposes: to improve student outcomes and to implement school improvement projects based on study results. This project is part of a state-wide effort to establish functionally based outcome expectations for all students exiting special education programs. In addition, the study will provide individual school districts with EPA data on their exiting students to help them identify outcome areas needing increased programmatic attention.

The Center for Quality Special Education was created to evaluate the effectiveness of special education programs and practices in Michigan, to provide program effectiveness information to Special Education Services and local districts for the purpose of policy development, and to provide long-term information to decision makers for planning regarding effective special education programs and practices. The Center has already established outcome expectations and developed EPAs for students with visual, hearing, and severe mental impairments. The current project builds upon those efforts.

This study is designed to assist in the process of developing a systematic strategy for evaluating special education programs and services. By providing documentation of improvements in pupil growth and development, the study intends to achieve the following goals:

1. **to collect performance data on a representative sample of EMI and EI students;**
2. **to develop a reliable and valid assessment device (i.e., exit performance assessment) to measure performance on desired outcomes for EMI and EI students;**
3. **to develop profiles of individual students, districts, and the State based on EPA results;**
4. **to identify discrepancies between student performance and desired outcomes within individual districts and Statewide;**

5. to analyze program deficiencies to design school improvement plans specific for individual districts; and

6. to recommend to Michigan's Department of Special Education Services new directions for policy.

Project leaders will conduct a summative evaluation.

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

"Developing SEA Capability to Determine the Effectiveness and Impact of Special Education Programs in New Hampshire Using a Statewide Database"

Project Director: Harvey Harkness

Cost: Federal Share = $149,141

SEA Share = $100,000

Total = $249,141

Project Period: October 1, 1989 to March 31, 1991

Abstract:

The New Hampshire Department of Education, Special Education Bureau, is attempting to develop the capability to evaluate the effectiveness and impact of special education programs using a statewide database.

The proposed evaluation will address seven major issues:

1. the impact of special education programs and services on the educational outcomes (attendance, grade performance, suspension rates, dropout rates) of students with disabilities compared with their nondisabled peers;
2. areas of high and low programmatic effectiveness in the delivery of special education services;
3. staff and parent perceptions regarding high and low programmatic effectiveness in special education;
4. relationships between educational outcomes and staff perceptions of school and program effectiveness;
5. the major statewide staff development and program improvement needs in special education;
6. relationships between educational outcomes achieved by students receiving special education services and variables associated with program effectiveness; and
7. whether or not it is feasible to design and maintain an ongoing database on student outcomes and program effectiveness at the state level that could be used to guide policy development, program planning, technical assistance delivery, and staff development.

The study builds upon a recently completed project funded by OSEP through the State Agency/Federal Evaluation Studies Program. The earlier study provided a descriptive analysis of educational outcomes for exceptional students primarily in regular education placements and described practices and conditions characteristic of those placements. The former study also demonstrated the utility of a cross-district database for program assessment. The current project proposes to significantly extend the information in the database related to student outcomes. It also attempts to determine which areas of the program are most effective and which require improvement.

Data will be collected from schools and districts that participate in the New Hampshire Special Education Program Improvement Partnership (a volunteer group of school districts representing geographic, urban/rural, and SES diversity). The four-year-old partnership has been developing a database of student outcome data, disseminating information and resources for local school improvement efforts, and encouraging local school districts to carry out self-evaluations.

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION

"An Investigation of the Impact of Three Programmatic Responses to the Regular Education Initiative Upon Students, Teachers, and Finance"

Project Coordinator: Mary E. Huneycutt

Cost: Federal Share = $147,394

SEA Share = $141,170

Total = $288,564

Project Period: January 1, 1989 to July 31, 1990

Abstract:

The North Carolina State Department of Public Instruction is initiating a study of the effects of the Regular Education Initiative (REI) on students, teachers and the fiscal structure of local school units. The study will place three instructional models using REI techniques in randomly selected schools, and will compare these models against each other and against a resource room ("no model") approach to special education services.

The first step will be to select two local school administrative units (LSAUs) at random and secure agreements to participate. These LSAUs must contain five or more K-5 schools.

Four schools will be selected for the study from each LSAU, eight schools in all. Schools selected at random will be screened for features that make them distinctly different from others in the sample. For example, if the school is a feeder school for science or technology, or involved in possibly conflicting research projects it will be excluded and an alternate school will be used. In addition, prior to final selection of the schools, information used for selection will be checked for correctness.

The study will take students who are currently in pull-out programs and place them in an age/grade appropriate regular classroom for the duration of the study. Within the regular classroom setting, three alternatives to a pull-out program will be tested: a peer tutor model, a learning center model, and a consulting teacher model.

1)	Peer Tutor	This model will serve *all* students (handicapped, below average, average, and above average). This model will train students as academic and behavioral tutors, who will then assist fellow students in the regular classrooms. All students presently in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.
2)	Learning Center	This model will provide *all* students with attention to specific academic and behavioral needs on a "when needed" basis in a location central to all classrooms. All students now in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.

3) Consulting Teacher	Under this model, which serves *all* students, teachers will receive academic and behavioral strategy recommendations, materials development, modeling of instruction or management, and other services upon request. All students now in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.

Each of these three models will be implemented in one of the schools selected from each LSAU. In the fourth randomly selected school in each LSAU, no model will be implemented. Students in pull-out programs will remain in their current placements, and the pre-referral system will be operational. These "no model" schools will be used as a comparison for the schools in which models are implemented.

The study will collect data on student grade, race, sex, and academic and behavioral attributes. Pre- and post-tests will be administered on reading levels and behavior. Data on approximately 1,200 students will be collected: 144 handicapped, 576 below average, and 480 average and above students.

The study will also collect data on approximately 160 teachers, including teachers' preference to serve different types of students, teachers' perceptions of their ability to serve different types of students, and teachers' perceptions of two other teachers' abilities to serve different types of students.

Finally, data will be collected to determine the cost of implementing each model. The data will include project costs and per student costs.

UTAH STATE OFFICE OF EDUCATION

"Pre-referral/Referral Impact Evaluation"

Project Director: Les Haley

Cost: Federal Share = $ 94,991

SEA Share = $ 63,327

Total = $158,318

Project Period: October 1, 1989 to March 31, 1991

Abstract:

The Utah State Office of Education in conjunction with the Technology Division of the Developmental Center for Handicapped Persons at Utah State University will evaluate the impact of the pre-referral/referral systems which are required by the state. Utah recently became one of 23 states that mandate some type of pre-referral intervention before assessing students for special education placement.

The study will collect data for three school years: 1987-88, 1988-89, and 1989-90. During the 1987-88 school year, pre-referral activities were only "recommended" in the State rules. The study will compare year-to-year data. Project design encompasses an evaluation of both the implementation and effectiveness of the rules. A broad series of evaluation questions have been prepared to probe these issues.

The purposes of the study include:

1. to evaluate how school districts are implementing the state mandate on pre-referral and referral;
2. to evaluate the impact of pre-referral and referral practices on the number and disability type of students identified as handicapped;
3. to delineate factors related to the pre-referral and referral processes (such as program options, personnel involved, student achievement); and
4. to conduct a post-hoc longitudinal analysis of classification decisions for learning disabilities (with an "expert" system) with specific emphasis on the characteristics of students identified as learning disabled.

The study hopes to not only generate information on the validity of pre-referral practices, but also to contribute to the available information on the pre-referral "process" in general.

Twelve of Utah's 40 districts will be stratified into four groups based on enrollment size, and three districts will be randomly selected from each stratum. Within the districts, schools will be randomly selected with each district supplying a minimum of three elementary, two junior high or middle schools, and two high schools. The study team will carry out personal interviews with district-level directors of special education, grade level supervisory personnel, and principals, and ask them to complete questionnaires and checklists. The study will also obtain policy and procedural materials related to pre-referral/referral from these administrative personnel. Teachers from a stratified random sample (across elementary, junior high and senior high schools) will also be interviewed, asked to submit checklists and questionnaires, and submit relevant documentation such as pre-referral/referral data and academic records. The study will also collect data on all students in the selected schools involved in the pre-referral and/or referral process.

The project will collect the necessary data through observations, interviews, record analysis, logs of pre-referral and referral activities, system analysis, checklists, rating scales, and survey questionnaires.

After collecting the data, the project will conduct various descriptive analyses such as frequency distributions and item analyses. In-depth analysis and interpretation techniques will be used to compare the data across years.

Project personnel intend to conduct an ongoing, internal and formative evaluation of the project. In addition, a comprehensive plan has been developed to disseminate project results.

CALIFORNIA STATE DEPARTMENT OF EDUCATION

"State Agency/Federal Evaluation Study of the Effectiveness of Pre-Referral Interventions and the Effectiveness of Alternative Assessment of Ethno-Linguistically Diverse Students for Placement in Learning Disabled Programs"

Project Director: David Ragsdale

Cost: Federal Share = $156,600

SEA Share = $127,765

Total = $284,365

Project Period: January 1, 1990 to June 30, 1991

Abstract:

The California State Department of Education has proposed a two-stage study of the effectiveness of the assessment procedures used to address the educational needs of ethno-linguistically diverse problem learners, with specific attention focused on Blacks and Hispanics. The first stage will (1) assess the effectiveness of the screening and diagnosis procedures used to identify ethno-linguistically diverse problem learners, and (2) explore to what extent regular teachers meet the educational needs of problem learners. The second stage will evaluate the effectiveness of alternative assessment procedures currently in use.

The study team expects to collect useful evaluation information on six main areas:

1. the effectiveness of different screening and diagnostic procedures,
2. the quality of alternative instructional strategies offered,
3. the ability of alternative assessment procedures to identify learning disabled and/or educationally retarded students,
4. the differences in effectiveness of alternative assessment procedures,
5. the extent to which alternative assessment procedures avoid over-identification of minority students for special education placement, and
6. how alternative assessment procedures and traditional procedures compare in identifying learning disabled students.

The study team will collect assessment procedure data from all 1,026 districts in the state. The team will interview teachers, assessment teams, principals, and students in 60 schools. Data will be collected from surveys, interviews, and student achievement and assessment data bases. The study will focus on students and practices in grades one through six, because these are the grades in which referrals to special education are typically made for learning disabled and educationally retarded students.

Some of the analytical techniques to be used include discriminant function analysis, and non-parametric statistical techniques such as chi-square statistics.

It is anticipated that the project will yield several results:

1. A screening and diagnostic system will be developed that will improve the academic performance of ethno-linguistic problem learners in the mainstream.

2. A reduction of the number of entho-linguistically diverse students referred to special education.

3. Exemplary instructional strategies (such as reciprocal instruction) will be identified for use in regular education classrooms that will significantly diminish the need to refer these problem learners for possible special education placement.

KANSAS STATE DEPARTMENT OF EDUCATION

"Evaluation of Cross-Categorical Programs for Students with Moderate and Severe Handicaps"

Project Director: Sidney A. Cooley

Assisant Director: Phyllis Kelly

Cost: Federal Share = $123,207

SEA Share = $ 87,206

Total = $210,413

Project Period: July 1990 to June 30, 1992

Abstract:

The Kansas State Department of Education intends to assess the program effectiveness and impact of crosscategorical service delivery models for students with moderate and severe handicaps, and severely multiply handicapped students who receive more than 60 percent of their education in special classes. Schools in Kansas operate both categorical and crosscategorical programs (called "interrelated service units" in this state). Currently, no studies exist that evaluate the effectiveness of cross-categorical programs for moderately and severely handicapped students. One study, funded in FY 1988, is currently evaluating crosscategorical programs for mildly handicapped students only. This study proposes to examine both categorical and crosscategorical programs in order to assess the effectiveness of the programs, student satisfaction, teacher satisfaction, and teacher preparation needs.

The study has two major goals: one concerns evaluating the effectiveness of the two approaches, the other concerns comparing teacher preparation needs for each approach.

The first goal is to determine the effectiveness of crosscategorical programs (compared with categorical programs) for students with moderate and severe handicaps. Effectiveness will be assessed across a number of domains, including adaptive behavior, classroom behavior, self-image, social skills, and peer acceptance. In addition, differential program effectiveness will be assessed by comparing: (1) age-appropriateness and functionality of IEP goals and potential for generalization to another setting of IEP goals and objectives; (2) time spent per week in program; (3) perceptions of teachers regarding program effectiveness in meeting the needs of their students; (4) preferences of students, parents, and teachers regarding program participation in a cross-categorical program in their neighborhood versus a categorical program that would require busing; and (5) overall teacher and parent satisfaction with current services.

The second goal is to determine the personnel preparation needs for those who may teach in crosscategorical programs (compared with categorical programs). The study will assess these needs by comparing teacher perceptions regarding: (1) their own professional preparation; (2) additional training needs; and (3) training delivery approaches. For crosscategorical teachers only, the value of consultation provided by a categorical specialist will also be examined. The study will make recommendations for regulatory changes

regarding crosscategorical and categorical delivery models and generate appropriate changes in personnel preparation practices (including inservice and technical assistance).

The Kansas project will utilize a variety of research and evaluation methodologies. For example, the study will use both formative (e.g., assessment of teacher preparation needs) and summative (e.g., assessment of effectiveness of crosscategorical programs) approaches to evaluation. The research methodolgy is best characterized as quasi-experimental, since naturally formed/intact groups (LEAs, students already placed in specific programs) are the major units of analyses.

Data will be collected from 24 of the 71 special education agencies throughout the state. Eight serve students with moderate and severe handicaps (primarily through crosscategorical programs), eight through categorical programs only, and eight use both models.

The study team will collect data from 108 special education teachers and 450 students within these special education agencies. Data will be collected from student records, teacher interviews, and surveys of the parents of the students, using forms and questionnaires to be developed by the project. The LEAs will be chosen in such a manner as to include an approximately equal number of categorical and crosscategorical teachers and students. The study team will survey teachers in crosscategorical programs, and teachers in categorical programs who serve students identified as educable mentally handicapped, trainable mentally handicapped, or severely multiply handicapped.

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